

OUT OF SCHOOL CHILDREN

**A Compilation on the Educational
Status of Maharashtra's Nomadic
and Denotified Tribes**

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DINANATH WAGHMARE

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INTRODUCTION

Nomadic and Denotified tribes constitute approximately 10% of Indian population¹. Having left out of both the schedules, made under constitution, these communities have remained far from progress and development. With plethora of reports and recommendations made by government constituted commissions, fate of these communities has been testing dirt in the same cupboard where these reports are decaying in government offices.

Half of these communities, termed as Vimochit or Vimukt, were branded as criminals by birth. How they became criminals by birth is yet another horrific story, which has been said and, we will reiterate it in cohesive and complete manner, soon. However it would be necessary to understand synopsis of it to understand this report better. A legislation enacted especially for this purpose ensured their prolonged incarceration in open settlement, the law held field till 31st August 1952. On its repeal these communities were set at liberty, forcefully. From the places, where they had spent decades, they were whacked out practically without any documentation or rehabilitation. People who left these places then are, still migrating from places to places, in search of food and work. Some could settle down in forest lands, rest are still looking for a piece of peace. The Law may have gone, but their persecution continues unabated. Bombay Police Act Section 122 provides for arrest of a person found suspiciously post sunset, a shallow research will show that this provision has been used only and mostly against these communities. There are lot more things, actions and inactions, which have prevented children from these communities to partake education. However to name one; they have a strong belief that having a name in a FIR or in any police station bars them from any employment, and thus education is wastage of time.

The rest of the community i.e. Nomadic tribes are traditional wanderers. They were entertainers, traders, shepherds. Their fate and life has altered, from respectable people, to beggars. Entertainers of those days, i.e. fortune tellers, bards, nandibailwale, mariaaiwale etc. who had right to collect entertainment tax; have become beggars of modern days, even though their activities are same. Not having any permanent place to stay, everyday struggle to make ends meet, customs not permitting to stay at a place for long, child marriages, strict tribe rules and customs, have prevented these communities from availing education. On the other hand, government which had been loud and promising on its commitments has failed to even identify their problems. Policies dating long back in 1970 by State

1. Report of national commission for Nomadic, Semi nomadic and Denotified Tribes 2008

government, assuring free education at all level, notwithstanding age and income to these communities had helped them a little. However government for reasons best known to it has withdrawn those policy decisions, if not on papers, in implementations for sure. PILs were filed, some by individuals some by schools itself, however government has been adamant on its stand. State is reluctant to even abide by High Court's judgment. What we have today as a result of this prolonged callousness, apathy and insensitiveness in a huge number of out of school children in Maharashtra alone, which is somewhat closer to population of Jamaica or Mongolia.

While out of school children are large in number, percentage of drop out is again devastating. At some places dropout rate of children coming from NTDNTs goes above 70%. Even when law mandates, framework has been established and, thousands and lakhs of Crores are being spent; hardly any effort is being done to identify reasons. Reasons found out, and mentioned below will definitely shock conscience of sensible person.

This report seeks to bring forth, that harsh reality which government if accepts and starts working on will serve problem of generations to come. However we are sure that implementing organizations are still fighting over the figures. What is worth noting here is the fact that the government of Maharashtra has created a State to Cluster (village) level centers, whereat officers from various departments have been deputed for full time. Their task is to monitor the implementation of SSA only and are kept away from any other additional work, however this has failed. The primary reason is all the appointments under SSA Framework are politically influenced; and those officers or teachers who do not do their routine work in schools or exert political pressures have been placed under this program, to keep check on schools than to keep check on out of school children.

This report is prepared after meticulous study of the census, data made available by government. Interviews with community leaders, political leaders, social workers, educationalist; surveys were done by visiting to various pal, ponda, tanda, beda; and isolated families, children, their neighbors. Wherever possible and cooperation came through, teachers were also contacted; data was obtained from officials working in education department who with a rider of not disclosing their name, did hand over the information, at least to read. For doing the survey alone, Sangharsh Wahini organized two awareness rallies, one for Vidarbha region and another for the rest of Maharashtra, and rest of the research ensued thereafter.

We present this report with a great hope that this report will bring about positive change in the lives of children, and will put them where they are supposed to be. Yes, in schools!

Sincerely and with great hopes

Team,

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SUMMARY OF THE REPORT

75% children of the Pal-Podas (houses of quilts and bamboo), Beda (semi settled convoy of Pardhi community) never entered schools even after the implementation of Sarva Siksha Abhiyan. Its a great challenge to the implementation of the RTE Act, and loud claims made by government, as such. These children are engaged in taking care of their siblings, in domestic work, in earning money for food to support their parents or begging on the streets. Hunger is the main reason for being Nomadic. There is no fixed place for these nomadic people and their living at a place depends on employment availability in the local area. Children are always with their parents. DNT communities live in the pal poda made by polythene bag sheds or temporary huts made by grass with support of wooden sticks. Most of them are found begging on the streets, entertaining the people, bikshuki i.e. using idols of God and begging in the name of God, fortune telling, selling cutlery goods, exchanging old clothes with utensils etc. The living conditions are very miserable. Basic facilities are not available to them like water, roads, health, sanitation etc. The livelihood is the biggest struggle for them every day. The situation of this homeless, landless, education-less people left to survive on the streets is pathetic even after 65 years Independence and no Govt. agencies are looking forward to them even after knowing the facts.

Out of School Children

- 22.69 lakh children were out of School from 2006-07 to 2013-14 within the span of 8 years.
- 6.07 lakh children were out of school from 2010-11 to 2013-14 even after the implementation of RTE Act, 2009 in 1st April 2010.
- 4.04 lakh children born in the year 2001, who are now 14 years old in the year 2014, they are out of the coverage of Right of Children to Free and Compulsory Education Act, 2009. This big population is left to be illiterate, casual labourers, or marginal labourers.
- For the year 2013-14, a provision for inclusion of 1.20 lakh Out of School Children (OoS) in the school was made by the Govt. of Maharashtra. It is clearly defined that by provision for inclusion of 1.20 lakh OoS children per year means 22.69 lakh children will be included in the school within 18 years, which is a big question.
- As per the UNICEF findings in May-2009 for Maharashtra, Ratio of Drop out children was 41% and Ratio of Never Enrolled Children was 59%.

Out of School Children in Denotified (Vimukt Jati) and Nomadic Tribes

- As per the Survey of Sangharsh Wahini, 75% children of NT/DNT who are staying in pal podas/Pardhi Bedas never entered schools.
- Dropout rate of the NT/DNT children is higher than the other backward communities.
- 1,17,369 children of NT/DNT have dropped out from school in the year 2013-14. As per the dropping out rate of 1.17 lakh children per year, it shows that this figure goes very high for the past 8 years.
- Drop Out Rate goes higher as one moves from the upper primary classes to higher classes.

Reasons for Out of School Children

- Migration of this big population in search of livelihood every year and their children always moving along with their families, going from one place to another is the main reason for going out of school.
- Nomadic people who are landless, homeless and education-less, migrate in search of food because they do not find employment in the local areas.
- 27% children are Out of School due to poverty.
- 15.6% children are Out of School because the Children are engaged in domestic help (7.36), helping parents to generate income (7.41%) and taking care of their Siblings.
- 5.09% children are OoS because their parents do not give importance to education.
- 8.12% children suffer from disability or poor health due to which they are not able to attend schools.
- 7.61% children are not interested in studying.

Others

- More than 10% of the population is living in the Slums and 3.14% children of BPL families are out of School.
- The families who migrate in the sugarcane fields, bricks kiln, construction sites, mines, cultivate in the agricultural fields etc. with their children, are the ones who suffer the most in terms of schooling.

Girl Drop Outs

- 17.4 is average age of marriage for girls at national level, which is below the legal age i.e. 18 years for girls and 21 years for boys for marrying.
- Overall, 47.4% girls or one in every two girls are brides below the 18 years of legal age.
- The percentage of teenage mothers is 19.1% for rural and 8.7% for urban population of the i.e. within 15-19 years of age.
- 46% drop out rate in girls is due to marriage and various other reasons because of which they do not reach up to even the 10th standard in schools.

Social Groups

- Drop Out rate in ST, NT/DNT and Muslim children is higher due to social exclusion, language barriers, poverty, migration, nomadic culture, illiteracy, socio-economic status etc.

Violation of RTE Act

- According to the RTE Act, 2009 which was implemented on 1st April 2010, the Government laid down a time frame of three years to meet all the norms to be achieved by 31st March, 2013.
- According to the facts, 1, 03, 625 schools exist in Maharashtra (67,718 –Govt. and local bodies; 21,259 –Pvt. Aided; 13,989 – Pvt. Unaided; 659 – Un-recognized Schools).
- As per the RTE, 30 students for primary and 35 students for upper primary for every class are required. But there are 3779 schools which have enrolled less than 10 children and 10,126 schools have enrolled only 10-20 children.
- Gender gap should not be less than 5% in terms of enrollment but it has been found that gender gap is more than 5% and up to 10% in 17 districts. (34 Districts in Maharashtra including Greater Bombay)
- Trends of enrollment in Pvt. aided and Pvt. unaided School is increasing because the quality of education in Govt. school is falling. For example, a Std. V child enrolled in Govt. school is unable to read a text of Std. II and this is seen to increase from 37.9% (2011) to 41.8% (2012) to 44.7% (2013).
- Trends of private tuitions have increased which is again an extra burden on general population.
- Only 7.1% of schools have the 10 basic infrastructure facilities (building, HM room, classroom, separate toilets for boys and girls, drinking water, kitchen shed for mid-day-meal preparation, boundary wall, playground, RAMP)
- 31,377 schools (30.3%) run without female teachers.
- As per RTE, 50% female teachers are required but only 43.1% female teachers are employed.
- As per the RTE, no school should be permitted to run without RTE norm fulfillment. Section 18 of RTE Act states that anyone who establishes or runs a school without certificate of recognition, shall be fined with Rs.1 lakh and in case of continuation, a fine of Rs.10,000/- for each day shall be imposed. But 659 schools are unrecognized in Maharashtra. But no action has been taken.
- School Management Committee (SMC) is to be established in the school. It should have 75% parents, 50% women representatives (Parallel reservation), 25% disadvantaged and weaker section as its members which is not fulfilled in many schools.
- 25% admission is to be reserved for disadvantaged and weaker section, which is again a rare scene.

Population of NT/DNT

- Since 1931, no census has been done for the NT/DNT. On the basis of enrollment of the NT/DNT children in primary and upper primary, the population this community has been estimated with a variation of +1% or -1% due to drop outs or never enrolled children and also due to high birth rate.
- There is an enrollment 3.81% population of Denotified Tribes and 7.94% population of Nomadic Tribes in the schools of Maharashtra. (So estimated population of NT/DNT is 11.75% in Maharashtra)
- More than 15% enrollment of NT/DNT children has been found in 14 districts of Maharashtra. It means that these 14 districts have more population of NT/DNT. 12 districts have a population between 7%-14% and only 8 districts have a population of less than 7% of NT/DNT.

Remedy

- Child Tracking system should be developed in such a way that every child can be traced and be included in schools, who are out of school.
- Budgetary Provision for inclusion of out of school children should be made for those have become OoS children after the implementation of RTE Act because their population is very large.
- There should be a separate administrative cell or machinery for handling OoS Children of NT/DNT.
- To increase enrollment and retention of the NT/DNT students, pre-metric scholarships as per the schemes of SC/ST pre-metric scholarships should be provided.
- To increase enrollment and retention of NT/DNT student, uniforms for NT/DNT students should be provided and budgetary provision for it should be made.
- To increase enrollment, provide allowances for attendance to the NT/DNT students as per schemes applicable for SC/ST student.
- Incentives to indigent families to send their children to school regularly till the age of 14 should be given.
- Constant micro-planning and rectification should be made to ensure that the enrollment, retention and successful completion of courses by NT/DNT students so as to prevent drop outs.
- Provision of facilities of SC, ST, NT/DNT students in the residential schools at district headquarters should be made.
- Anganwadi, non-formal and adult education centers should be opened

to create an awareness of the rich cultural identity of the tribal people because they are also enormously rich in creative talent.

- Due to non asset holdings with NT/DNT communities and the nomadic culture for livelihood, provision for employment at local levels should be made.
- There is a lack of information on socio-economic status of NT/DNT, therefore survey should be done.
- Homeless people are always in search of permanent stay; therefore housing schemes should be designed and developed for NT/DNT people. In this way they will be able to stay at one place with their children.
- Mobile education system should be designed and developed for nomadic people.
- Socio-economic status must be increased by designing and developing economic and developmental schemes for the NT/DNT people and sufficient budgetary provision should be made for it.
- Representation in governance based on their total percentage of population should be enforced.



NATIONAL POLICY ON EDUCATION



National Policy on Education 1968

Education has always been accorded an honored place in Indian society. In the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Education Commission (1964-66, known as Kothari Commission) was appointed to advise Government on "the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." The Report of the Education Commission has since been widely discussed and commented upon.

Free and Compulsory Education: Efforts should be made for the early fulfillment of the Directive principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up

to the age of 14. Suitable programmes should be developed to ensure that every child who is enrolled in schools successfully completes the prescribed course.

Spread of Literacy and Adult Education: The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general.

The Educational Structure: It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

The reconstruction of education on the lines indicated above will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible.

NATIONAL POLICY ON EDUCATION, 1986

The National Policy on Education 1986, called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Schedule Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system. The policy also called for the creation of the "rural university" model, to promote economic and social development at the grassroots level in rural India.

NEW EDUCATIONAL POLICIES

The 1986 National Policy on Education was modified in 1992. In 2005, UPA Government adopted a new policy based on the "Common Minimum Programme". Later on, Sarva Shiksha Abhiyan was executed in the year 2001 and Right Education Act 2009 was implemented in the year 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was developed for secondary education in 2009 and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was developed for development of higher education launched in 2013.

86th Amendment of the Constitution

Article 21- A inserted in the Constitution to provide free and compulsory education of all children in the age group of 6 to 14 years as a fundamental right. The Right of Children to Free and Compulsory Education (RTE) ACT 2009 which means that every child has a full time elementary education of satisfactory and equitable quality in formal school and based on principles of equality & non-discrimination.

RTE Act 2009

RTE Act 2009 states that –

- 1) The right of children to free and compulsory education till elementary education in a neighborhood school.
- 2) It clarifies that ‘compulsory education’ means to provide free elementary education and ensure compulsory admission, attendance, completion of elementary education to every child in the 6 to 14 age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- 3) It makes provision for a non-admitted child to be admitted to an age appropriate class.
- 4) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- 5) It laid down the norms and standards relating to Pupil Teacher Ratio (PTR's), building and infrastructure, School working days, teacher working hours.
- 6) It provides for rational deployment of teachers ensuring that the specified pupil teacher ratio is maintained for each school and there is no urban rural imbalance in teacher posting.
- 7) It provides for appointment of appropriate trained teachers.
- 8) It prohibits (a) physical punishment and mental harassment ; (b) screening procedure for admission of children; (c) capitation fee; (d) running of school without recognition.
- 9) It provides for development of curriculum with the values enshrined in the constitution, and which will ensure the all-round development of the child, building on the child's knowledge, potentiality and talent, making the child free from fear, stress, anxiety; child friendly learning.

Chapter 2 - Right to Free and Compulsory Education (RTE)

Section 3 provides to every child of the age of six to fourteen years the right to free and compulsory education in a neighbourhood school till the completion of elementary education. The idea of neighbourhood schools can be traced to the National System of Education as elaborated in the Kothari Commission report, whereby the neighbourhood school is meant to be a common space, where all children cutting across caste, class, gender lines learn together in the best inclusive manner. It is therefore meant to be a site for inclusion, so that the school becomes a common space for education. This concept has been incorporated in the RTE Act. In providing for the right of every child to free and compulsory education in a neighbourhood school, the RTE Act does not restrict the choice of the child to seek admission in a school which may not be in the neighbourhood of the child's residence. In other words, there is no compulsion on the child to seek admission only in the school in his or her neighbourhood.

The term 'free education' is explained to mean that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. The term 'free education' must be read in consonance with the provisions of section 12(1) (a)-(c) which specify the extent of the school's responsibility for free and compulsory education.

Section 4 provides children above six years, who have either not been admitted to any school or, having been admitted have not completed elementary education and have dropped out, the right to be admitted to a school in a class appropriate to his or her age for completing elementary education. A majority of out-of-school children belong to disadvantaged communities: scheduled castes, scheduled tribes, Muslim minorities, migrants, children with special needs, urban deprived children, working children, children in difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc. This provision in the RTE Act enables these out-of-school children to be admitted to an age-appropriate class and complete elementary education. The overall objective of age appropriate admission for these children is to save them from the humiliation and embarrassment of sitting with younger children. When older children are forced to sit in a class younger than their age, they tend to be teased, taunted, suffer lower self esteem, and consequently drop out. The Act facilitates a child admitted to an age appropriate class to be given Special Training to enable him or her to be at par with other children. Given the varied life experiences of these children, it is recognised in the field of education that their mental

capabilities are higher than that of entry level 6-year old children, and that they are indeed capable of accelerated learning. At the end of the Special Training, the child will be assessed and his/her suitability for being placed in a particular class will be reviewed. For example, if a 10-year old child was admitted to class IV, and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in class V or VI in the formal school, and the child appropriately placed. If such child is found suitable for class V, she/he will be placed in class V, rather than mechanically being placed in class VI – because if she/he is mechanically placed in class VI, she/he might again drop out, and that would defeat the whole purpose of this provision. That is the rationale for the provision that allows the child to be provided free and compulsory education even beyond age 14. Even after a child is appropriately placed in the formal school she may continue to receive special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally. The SSA Framework of Implementation has been revised to provide support for Special Training as envisaged under the RTE Act to ensure that out-of school children are integrated into the school system. Such support will be in the form of residential or nonresidential courses, as needed and such children will continue even beyond 14 years of age to complete elementary education. The country is committed to creating an educated citizenry and environment, and therefore it would not be appropriate to impose an age ceiling for these children to complete elementary education.

Section 10: This provision casts a moral responsibility on every parent/guardian to admit their children/wards to school, and ensure that children are not deprived of their right to elementary education. This includes, for example, child labour, children in ecologically deprived areas where they are required to fetch fuel, water, fodder and do other household chores, children in very poor slum communities and uprooted urban habitations, children of families of scavengers and other such stigmatised professions, children of itinerant or seasonal labour who have mobile and transient lifestyle like construction workers, road workers and workers on large construction sites, children of landless agriculture labour who are required to augment family incomes. This provision should be read together with the responsibility of the appropriate Government and local authority to provide free and compulsory elementary education in a neighbourhood school. It is not the intention of this provision to compel parents/ guardians and children/wards, who do not wish to avail of free and compulsory education, to necessarily admit their children/wards in neighbourhood school.

Suggestions were made to incorporate penal provisions against parents/guardians who do not send their children to school, but the fact remains that the maximum number of children who do not attend school are children from weaker sections and disadvantaged groups. Penalising

their parents would be tantamount to penalizing poverty and deprivation. Further, there are many first generation learners, who are deprived of a learning environment at home, and drop out on account of difficulties in coping with the curriculum. Inflicting penalties on parents because their children have dropped out or have been pushed out of the education system would be discriminatory. Therefore, it is a conscious decision to abstain from imposing penal provisions against parents and guardian.

Admission of 25% children from disadvantaged groups and weaker sections in the neighbourhood is not merely to provide avenues of quality education to poor and disadvantaged children. The larger objective is to provide a common place where children sit, eat and live together for at least eight years of their lives across caste, class and gender divides in order that it narrows down such divisions in our society. The other objective is that the 75% children who have been lucky to come from better endowed families, learn through their interaction with the children from families who haven't had similar opportunities, but are rich in knowledge systems allied to trade, craft, farming and other services, and that the pedagogic enrichment of the 75% children is provided by such intermingling. This will of course require classroom practices, teacher training, etc. to constantly bring out these pedagogic practices, rather than merely make children from these two sections sit together. The often voiced concern about how the 25% children from disadvantaged groups and weaker sections can cope in an environment where rich children exist can be resolved when the teaching learning process and teachers use these children as sources of knowledge so that their esteem and recognition goes up and they begin to be treated as equals.

Section 13 provides that no school or person shall collect capitation fee or subject a child to any screening procedure, and prescribes a penalty for contravention of these provisions. On the issue of screening procedure for admission, Government had consultation with several private school Principals, and has since issued guidelines under section 35(1). The Guidelines explain that the objective of the provisions of section 13(1) read with section 2(o) is to ensure that schools adopt an admission procedure that is non-discriminatory, rational and transparent, and that schools do not subject children and their parents to admission tests and interviews in order to decide whether they will admit a child or not. Extensive educational research the world over recognises that children are born with equal potential to learn and become creative adults. The colonial beliefs that men have better brains than women, or whites have better brains than blacks, implying thereby that there were intrinsic differences in the potential to learn and in intelligence, have long been discarded and debunked. The most obvious proof of that is the acquisition of language, without which no learning can take place. All children acquire language without the agency of a school at around the same age of two years.

This is held as an intrinsic stage of child brain development, which has nothing to do with caste, class, gender, high/low IQ and such other differentiation. What is well recognized, however, is that from infancy, it is the processes of nurturing at home and later during pre-school and school, that determines the depth and extent of learning. Therefore, tests and other screening procedures can only reveal differences in nurturing, rather than any intrinsic differences of the potential to learn. In such a situation it would be particularly necessary, and indeed the obligation of the State and society to provide for better nurturing through good schools to children from poor and disadvantaged sections of society.

The Guidelines issued under section 35(1), therefore, explicitly state that tests and interviews are generally a tool for profiling and eliminating children, and therefore screening to assess a child's 'intelligence should be prohibited. Availability of equal opportunities for children belonging to different social and economic backgrounds will reinforce the idea of equality enshrined in our Constitution, and ensure that children are not discriminated on the basis of their social and economic background. The Guidelines also refer to the importance of moving towards composite classrooms with children from diverse backgrounds, rather than homogenous and exclusivist schools: heterogeneity and diversity in classrooms lead to greater inter-learning, respect for differences, tolerance and creativity.

Section 14 seeks to provide for proof of age certificate of a child and that admission cannot be denied in its absence. The rationale for this provision is that birth certificates under the Births, Deaths and Marriages Certification Act, 1886 are often not available, and in their absence, children and their parent often have to run from pillar to post to obtain age proof. Thus, other documents can be deemed to be proof of age of the child for the purposes of admission in schools. Examples of other documents are (i) ANM register record, (ii) Anganwadi record, (iii) declaration of age of the child by the parent or the guardian. State Governments will identify documents, which may be in the form of affidavits or certificates that can be used for determining the age of the child for admission and suitably provide for them in the delegated legislation. Clause 14 (2) however, makes it explicit that since the child has a right to education, that right cannot be denied for lack of age proof. Therefore, admission would be given even in the absence of age proof, while an appropriate document of age proof would simultaneously be acquired.

Section 15 prohibits schools from denial of admission to a child, irrespective of the time in the academic year in which admission is sought. Admission of a child in school is a fundamental right and it cannot be denied at any point of time. Ideally, all children should be enrolled in school at the beginning of the academic session. However, in the case of children in difficult circumstances, including children affected by

migration, displacement or ill health, etc schools may need to be flexible to allow admission at any time during the session. The Central RTE Rules provide that children admitted after six months of the beginning of the academic session may be provided Special Training as determined by the Head Teacher of the school to enable him/her to complete studies. Private unaided schools need not be concerned about this provision, especially with respect to the 75% admission, because if they have filled all seats at the beginning of the academic year the question of any-time admission would not arise.

Article 39 (f) of the Constitution of India states: 'The state shall ensure that children are given opportunities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment'.

There is explicit use of the word 'dignity' in Article 39(f). It is not conceivable for dignity and punishment to co-exist. Further, the National Policy on Education (NPE) 1986/1992 also prohibits corporal punishment. It states: Corporal punishment will be firmly excluded from the education system. India is a signatory to the United Nations Convention on Child Rights (UNCRC). Article 19 of the UNCRC states:

State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child. Thus the provisions in the RTE Act banning corporal punishment and mental harassment are in consonance with the spirit of Article 39 ((f) of the Constitution, the National Policy on Education, and the UNCRC.

Section 19 lays down the norms and standards for schools. Any school, whether Government or private that does not fulfill the prescribed norms and standards shall do so within a period of three years from the date of commencement of the proposed Act. There appears to be a misconception that Government schools do not require to meet the norms and standards prescribed under the Act on account of a wrong insertion of a comma in the RTE Bill when it was introduced in Parliament. This has since been corrected and the provision for meeting norms and standards is applicable to all schools, ensuring that these schools also meet the norms prescribed will be monitored by the NCPCR.

Section 21 provides for constitution and functions of a School Management Committee in certain categories of schools. The setting up of such Committees has been a recommendation of nearly all previous education commissions and policies. The reason is that if the community has to be

involved in the vast school system of the country, and if the parents are to be recognized as primary stakeholders in the education of their children, they must be involved in a meaningful manner in the monitoring and management of schools. The RTE Act therefore envisages that parents would form a majority in the School Management Committees, which would also include elected members of the Panchayat and school teachers. There is reason to believe that like the mother's committees that have functioned exceptionally well in some parts of the country, the parent-dominated SMC's will lead to overall improvement of the schooling system. Private unaided institutions are exempted from the constitution of School Management Committees. Government has also introduced an Amendment Bill in the Parliament, which provides that the School Management Committee in respect of private unaided and minority institutions will only have an advisory role.

Section 25 seeks to provide for maintenance of pupil teacher ratio, by the appropriate government and local authority. An apparent contradiction between this provision, which requires that the pupil teacher ratio shall be maintained within a period of six months, visa-vis the provision under section 19 mandating that the norms and standards prescribed in the Schedule should be met within three years, is proposed to be corrected through the Amendment Bill introduced in the Parliament. The proviso to this section also provides that teachers shall not be deployed for non-academic work, barring those specified in section 27, viz., (i) decennial population census, (ii) disaster relief and (iii) elections to Parliament, State Legislatures and Local Bodies.



NATIONAL LEVEL REPORT FOR OUT OF SCHOOL CHILDREN

Out of School Children

Ministry of Human Resource Development, Government of India conducted a sample survey between February to May, 2009 to identify out-of-school children through Social and Research Institute (A Special Unit of IMRB International) and estimated that 81.51 lakh (4.28 %) out of school children are there in the age group 6-13 years. It is estimated that in Maharashtra there are 2,07,345 (1.27 %) out-of-school children, which is very low compared to the national average. The sample survey of households was conducted in all the states and Union Territories of India during February – May 2009 and collected the information of 99,226 households at national level and estimated the following figures.

As per the sample survey in the year 2009 (Between Feb to May)	National	Maharashtra
Average for Out of School Children	4.28 %	1.27 %
Ratio for Never Enrolled Children	74.89 %	59 %
Ratio for Drop Out Children	25.11 %	41 %

1. It was estimated that there were 19,05,82,581 children in the age group 6-13. Out of these, the estimated number of children of out of school children in the country was 81,50,617 which comprised 4.28 % of the total children in the age group.
2. The estimated number of children in the age group 6-13 was 15,51,43,385 in rural areas and 3,54,39,196 in urban areas. The survey clearly brought out the urban rural dichotomy to the fore was estimated number of children who are out-of-school was 70,24,118 in rural areas (4.53 %) and 11,26,500 in urban areas (3.18 %).
3. The percentage of out of school children was relatively higher those in the age group 11-13 years (5.23 %) compared to those in the age group 6-10 years (3.69 %).
4. The percentage of out of school in boys and girls in the age group

6-10 years were 3.40 % and 4.04 % respectively. For the age group 11-13 years, the percentage of out of school children were relatively higher among girls (5.99 %) than boys (4.77 %).

5. Among the different social groups, the estimated percentage of out of school children 7.67 % for Muslim, 5.60 % for ST's, 5.96 % for SC's, 2.67 % for OBC and others.
6. The survey reveals that 28,97,096 children in the age group 6-13 years (i.e. 1.52 % of the total number of children in the age group 6-13 years) are physically and mentally challenged. Of these 38.00 % suffer orthopedic disability, whereas the percentage of children who suffered from mental, visual, speech and multiple disabilities ranged from 9.7 % to 18.09 %. Hearing disabilities has been found only 7.7 % of the total physically mentally challenged.
7. Of the total physically or mentally challenged children 9,88,359 (38.13 %) were out of school. Analysis of different type of disability showed that 58.57 % children with multiple disabilities are out of school followed by those with mental disability (48.03 %) and speech disability (36.96 %). Among these with visual disability 29.7 % were out of school.
8. At the national level, among the children who were out of school, 74.89 % were those who never went to school and 25.11 % were those who had dropped out from school after one or more years of schooling.
9. Among the dropouts, the highest percentage is of those who dropped out after completing class II and class III (19.64 % and 19.55 % respectively). Next is the percentage of those who dropped out after class V (19.17 %).
10. Among those who are reporting to be attending school in the age group 6-13, an overwhelming 71.7 % are in Government school, 26.91 % in private recognized schools.
11. More than 10 % of the urban children in the age group 6-13 years were living in the slum areas and 3.74 % of the children in the age group 6-13 years living in slum areas were out of school.
12. More than 50 % of the total children in the age group 6-13 years were living in below poverty line families (henceforth called BPL) and 5.22 % of the children in the age group 6-13 years living in the BPL families were out of school.

Reasons for out of School

Reasons for all out of school	All India	Male	Female	Rural	Urban
Child to supplement Household income	7.41	7.55	7.24	7.59	5.99
Poverty / Economic Reason	27.09	25.28	28.97	26.39	32.29
Needed to help in domestic work	7.36	6.06	8.72	7.79	4.17
Needed to take care of siblings	0.83	0.52	1.14	0.84	0.70
Education not considered necessary by parents	5.09	4.94	7.01	5.9	6.33
School location is not suitable	3.55	3.63	1.47	3.79	1.74
Child suffers from disability or poor health	8.12	9.80	6.37	7.89	9.85
Child too young to be attending school	25.94	27.22	24.61	26.83	19.35
Irregular teaching/teaching not satisfactory	0.67	0.90	0.43	0.73	0.21
Teacher behavior with student not good	0.56	0.40	0.73	0.52	0.85
Repeated failure in exams.	0.27	0.20	0.30	0.26	0.36
Child's own long illness	0.47	0.69	0.25	0.44	0.72
Child is not interested in studies	7.61	8.56	6.63	6.77	13.86
Other reasons	4.17	4.25	4.09	4.25	3.58

Source – Social and Rural Research Institute (Unit of IMRB International) on behalf of Ministry of Human Resource Department, Govt. of India

Reasons for drop outs

Reasons for Drop Outs	All India	Male	Female	Rural	Urban
Irregular teaching/teaching not satisfactory	7.0	8.4	5.1	8.4	7.3
Teacher behavior with student not good	5.8	3.7	8.7	6.0	5.3
Repeated failure in exams.	2.8	1.9	4.1	3.0	2.3
Child's own long illness	4.9	6.4	3.0	5.0	4.5
Child is not interested in studies	70.4	79.6	79.1	77.6	86.6
Other reasons					

Source – Social and Rural Research Institute (Unit of IMRB International) on behalf of Ministry of Human Resource Department, Govt. of India.



RECOMMENDATION OF COMMITTEES ESTABLISHED FOR DENOTIFIED AND NOMADIC TRIBES



Thade Committee - 1960

The Study group on Social Welfare appointed by the Government of Bombay for formulation of an approach to the Third Five Year Plan had recommended that a common and single list of Vimukt Jatis, Nomadic Tribes and Semi Nomadic Tribes should be prepared and that common programme for their welfare should be implemented under the Third Five Year Plan. On acceptance of recommendation of Study group on dated 14th April 1960, decided to create the post of the Officer on Special Duty. As per the Government Resolution, Department of Education and Social

Welfare No.BCE/1060/-j dated 18th October, 1960, the Officer on Special Duty was directed to undertake an extensive survey of the areas inhabited by the Ex-criminal tribes, Nomadic and Semi nomadic Tribes throughout the state. On the basis of such a survey made his recommendation for a uniform list of these communities for consideration of Government. The state contains the largest number of ex-criminal tribes, nomadic tribes struggling homeless people for livelihood.

Among all the Vimukt Jatis contacted by Mr. L.B.Thade (the Officer on Special Duty) during the survey in the state, it was noticed that following communities were culturally and economically in a demoralized state. Long before the British regime, predatory tribes like thugs and pendharis were used to be active in the country. They used to commit high-way robberies and lost innocent people who were on their way to place of pilgrimages. During the early days of British regime many criminal tribes sprang up and they become a regular nuisance both to society and to the administration. Hence in order to deal with these tribes, the first Criminal Tribes Act was passed in the year 1871, was introduced in the Sind, a part of them Bombay Presidency. The act was further amended in the year 1911 and was extended to the whole of Bombay Province and finally all India Criminal Tribes Act came into force in the year 1924, and was made applicable to the whole of British India.

In the Bombay Province, 28 tribes were notified as criminal tribes for the operation of the Act. Criminal Tribes settlements were established in the various parts of them Bombay State and gangs of active criminal tribes were rounded up and interned in these settlements. Reformative measures were undertaken for these tribes in the settlement area. Finally, in the year 1949, i.e. after Independence, Government of Bombay repealed the Criminal Tribes Act 1924 in its application to the Bombay State with effect from 13th August 1949.

During his survey, the Officer on special duty found that most of the nomadic tribes like Gondhalis, Vasudeo, Dawaris, Chitrakathi, Joshi's who used to make their livelihood by begging after singing praises or devotional songs of different Gods have given up this occupation. These communities being nomadic beggars are neither accosted to any hard work nor have any they learnt any other craft. However, a majority of them were found moving from village to village selling brass and aluminium vessels in exchange of old cloths. Their women stitch quilts by moving from door to door. A very few about 5 % posses agriculture land, but their holdings were very small.

Bharadis, Pangul, Sarodes have taken to keeping of She-buffaloes. These communities do not posses any land of their own. In order to graze cattle, they move in search of pastures from village to village. Thus they have

still not given their nomadic habits and have remained backward. The wondering vendors like Gollas, Vaidus, Zinga Bhoi of Vidarbha have been actually reduced to the state beggars. Their hereditary occupation of sailing medicine has almost died.

The Nomadic artisan like Ghisadi, Sikkalgars who are a hard working class and move from place to place for preparing and selling articles and implements to the villagers, are complaining that the modern age of machinery have defeated their hereditary occupation as the villagers prefer to buy house hold articles and agricultural implements manufactured in the factories.

The Makadwala and Nandiwala who used to entertain people by animals, or the acrobats like kolhatis or Khelkaris, are gradually giving up their profession because they are not getting support from the public and do not get sufficient collections to maintain themselves and their animals.

The wandering labours like Beldars and Waddars are also hit hard by modern machinery. The beldars who are moving from village to village constructing mud walls complain that their hereditary occupation is already died.

Observations

The following observations made by Thade committee for different ex-criminal and nomadic tribes throughout the state. Their economic, social, educational conditions put in the report for implementing welfare programs for these communities in the Third Five Year Plan starting onward April 1961.

Berads -Berads are still backward educationally, socially and economically. Their housing condition is also poor; hence they are in need of state assistance. The percentage of school going children may be 30%. The community people residing in big cities and towns live in hired houses, but those living in villages either posses huts or kachha houses.

Bestar or Sanchalu Vaddar – This is one of the ex-criminal tribe and its chief occupation was to commit dacoity, house breaking and pick pocketing. Most of them have taken to masonry work; carpentry etc and few are labours. Their economic condition is poor. They live in the mud houses or small huts. They generally put up near Vaddar or Kaikadi localities. Their educational background is extremely poor.

Bhamta – Bhamtas seem to have originated from Andhra Pradesh and their mother tongue is Telgu. The profession of the Bhamtas were stealing and picking pockets. Even today, they commit theft. They have recently taken to agriculture. About 5% of them posses land. In the villages, however they still do not send their children to school on the pretext of poverty.

Kaikadi – This wandering criminal tribe is found all over India and is believed to have come from Tamil Nadu. Kaikadi generally cut shrubs and Sindhi leaves etc. with their hands for preparing baskets and mats. Kaikadi is one of the nomadic criminal tribe and is noted for dacoity and burglary. Their hereditary occupation is basket making and other articles of bamboos, palm leaves. For this, they have to move village to village. Some keep pigs and donkeys and let them on hire for earth work on the roads. They mostly live in huts of straw and grass. Generally their economic conditions are very poor.

Kanjar Bhat- Kanjars are famous for their dacoity, robbery, house breaking and cattle thefts. Being nomadic tribe they do not have permanent houses. Some have tried to settle down in cities and have actually created slums.

Banjara – This is one of the famous nomadic tribe of India and it belongs to Rajasthan. The hereditary occupation of Banjara was to carry salt, grain, cattle and such other merchandise on pack bullocks. Lamans live away from society in tandas where there are no adequate educational facilities. Moreover they are reluctant to send their children in the schools. They put up in small huts made of grass.

Pardhi – Pardhi was wandering criminal tribe and was notorious for house breaking decoity and robbery. Their economic condition is very poor and about 20 % of land holding is with them. The Gaon pardhis now settled and have given up their nomadic habits. They live either in mud houses or huts of grass. There is lack of desire among them to send their children to schools as such they have not taken much advantage of education.

Ramoshi – Ramoshi is ex-criminal tribe and most of the Ramoshis are employed as village watchman. About 20 % posse's agriculture lands and rest are labours. They are mostly found in villages and 75 % of their children still do not attend school. Educationally, they are backward.

Vaghris – Vaghri was wandering ex-criminal tribes used to commit crimes like house breaking, pick pocketing and cheating. Most of them sell ghee, vegetable, neem and babul sticks for cleaning teeth. Their economic conditions are not satisfactory. They are extremely backward in education. A few live in hired houses, whereas majority put up in tents.

Bharadi – They are called Bharadis because they perform 'Bharad' (Gondhal). They are known as 'Dawaris' because they play on dawar (drum) and dance. Being religious beggars of Nath Sect, 50 % of them still follows begging occupation. About 80 % of the Bharadis do not possess their own house. They camp in small tents of gunny bags or quilts. Hardly, 10 % of their children attend school.

Bava or Bairagi or Gosawi – Bairagis are a class of religious beggars. About 50 % of them still follow begging. About 25 % of them live in Muths or Temples. Most of them still lead a nomadic life and put up in small huts and tents.

Beldar – This community belongs to Rajasthan where they are known as Ods. The hereditary occupation of Beldar is to dig tanks and construct mud walls. But majority of them, keep donkeys and wander in search of earth work on roads and fields. 10% of them possess agriculture and extracting stones from quarries. The community is economically poor. Most of Beldars being nomads do not possess houses; have not taken much advantage of education.

Bhute or Bhope – Bhute or Bhope are devotees of Goddess of Bhawani of Tuljapur. The hereditary occupation is begging after singing praises in the name goddess Bhawani. Their economic condition is not satisfactory. They live in mud houses. When they go out for begging they put up in temples or dharmshalas. Because of their nomadic habits they have remained backward in education.

Chitrakathis – The hereditary occupation of this community is telling stories, kathas from Ramayan Mahabharat by showing pictures. Most of them live huts and due to nomadic habit does not possess permanent house or pukka houses. They have not taken much advantage of education.

Garudi or Snake Charmer or Madari – The hereditary occupation of this community is snake charming and begging. They have not so far taken to any other means of livelihood. Education is almost nil in this community. Very few children particularly of those Garudis living in the Pune, attend school. Those are not living in the big cities have put in small hut made of grass mats.

Ghisadi or Gadi Lohar – They are wandering black smith and make horse shoes, sikkales, cart-axels, wheel and all iron implements required by the villagers. A few about 2% are cultivators. At present they are leading a hand to mouth life. This, being the nomadic life, has not educated their children and educationally they are extremely backward, do not possess permanent houses.

Gollas – Gollas are wandering medicine sellers but this occupation is almost died. They used to keep cow herds, hence they are known as Gollas. Their women are generally found begging in the villages. They also prepare mats of Sindhi leaves and their economic condition is extremely poor. They live in small huts or mats made of grass. Their huts are similar to that of vaidus. The percentage of education is almost nil in this community.

Gondhali – Their hereditary occupation is begging by performing Gondhal dance in the name of Bhawani. They have started selling households utensils, cutlery articles in exchange of old cloths. Some of them are repairing locks, keys and umbrellas. About 5 % are cultivators. Those living in the villages, who lead a nomadic life, have not taken any advantage of education.

Gopal – They take their name Gopal from their occupation of rearing and dealing in cattle. They are called Pahilwan or Vir Gopal because they practiced gymnastics and performed feats on long poles. But almost all of them have given up this occupation. Some of them move village to village for grazing the cattle. Some ladies of Gopals particularly in the Marathawada are found begging. Their economic condition is not satisfactory. Most of them put up in small huts of grass. Their housing condition is very poor.

Helve – They are genealogist. They are wandering beggars and sing praises of the family ancestors by sitting on bullocks. They tell or give information of the ancestors of their patron families. About 25 % possess agriculture land and rest of them are labours. Educationally they are very backward. They have taken very little advantage of education. They generally live in Kachha house or huts in the villages.

Joshi – Joshis are fortune tellers and this name is derived from the word “Jyotishi” meaning fortune teller. But this profession is declining in popularity as very few believe in their prophecies. But most of them are found in villages still lead a nomadic life and have not taken advantage of education. Their economic condition is not satisfactory. About 40% of the Joshis are settled in big cities and towns but rest of them who are not settled still move from village to village. They put up in small tents of gunny bags or quilts. Their housing condition is not satisfactory.

Kashi Kapadi – It is said that the person of this community used to bring holy water of the river Ganga from ‘Kavad’. But this occupation has died long back. They have now taken to selling household utensils of aluminum, brass etc. in exchange of old cloths. 40% of them live in hired houses in the cities and rest still wander from village to village putting up the small tents made of quilts. Due to nomadic habits they have not taken much advantage of education.

Katabu – The hereditary occupation of this community is fishing, exhibiting toys and pictures shows depicting events from Ramayan and Mahabharat like Chitrakatha. But this occupation is almost dead. Most of them have now taken to agricultural labour and they wander from village to village in search of work. They have no permanent house and live in small huts.

Kolhati or Dombari – Their hereditary occupation is preparing combs and such articles from horns of animals. They also stage Tamashas in which their ladies dance and sing. Some of them exhibit gymnastics feats

like rope dancing etc. Kolhatis are not very conscious of education and do not send their children in school.

Mairal or Vir – The hereditary occupation of this community was begging by singing devotional songs and fortune telling. They beg in the name of Khandoba of Jejuri. They live in small huts of grass near town. Their housing and economic conditions are very poor. Due to their nomadic habits, they too have not taken advantage of education.

Masanjogi – They generally live in small temporarily portable huts in burial grounds. Education is almost nil in this community. They apply bhasm to their foreheads and wear rudraksha neckless round their neck. This community has not taken to any other means of livelihood other than begging.

Nandiwale or Tirmal – The hereditary occupation of this community is begging. They beg by keeping bull dressed with brass ornaments and bells, cover his back with patched quilt of various colors. The driver dresses in a red turban and throws a scarf round his neck while followers beats a drum or dholki. They live in small tents or huts on the outskirts of towns or villages. This community is not conscious of education as they have to move village to village with their family for their livelihood. The percentage of education is almost nil in this community.

Raval – The hereditary occupation of this community is begging in the name of Lord Shiva or Gorakhnath. About 5 % are agriculturist and about 25 % are agriculture labours. About 30 % of this community still subsists on begging. Most of them live in mud houses or pakka house. Those who follow begging either live in dharmashala or temple.

Shikkalgars – The hereditary occupation is to sharpen weapons like razors, knives, swords etc. and prepare wooden households like polpat, latna etc. This is a nomadic tribe as such do not possess permanent houses. They put up in small huts made of grass mats on the outskirts of town or villages. Being a wandering tribe they have not taken any advantage of education.

Vaddar – These nomadic semi-skilled labourers are found all over state in large number. Gadi Vaddars generally work in quarries, extract stones and carry them in carts. Mati Vaddars generally keep donkeys and do earth work such as dragging of canals, bunding fields etc. Jati Vaddars or Patharvats are stone dressers. They prepare jatis or grinding stone, stone images and such other articles of stone required for household purposes. 95% of Jati Vaddars still follow their hereditary occupation and about 5 % are agriculturist. They are employed by the contractors on building, roads. Their economic condition is not good because they do not get sufficient and continuous work throughout the year. Vaddars live in typical small houses and their localities look like slums. Due to nomadic character, they have not taken much advantage of education.

Vaidu – Vaidus are wandering drug sellers and generally give medicines on cough, cold and skin diseases. They pretend to cure diseases like tuberculosis. They are also hereditary hunters and kill deer, wild boars, ghorphad etc. Some ladies sell threads, glass beads and needles. Most of the ladies are begging on the street. Because of their nomadic habit they find it difficult to send their children to school. The housing condition of the Vaidus is extremely poor. Most of them still wander village to village and live in small portable huts made of grass mats.

Wasudeo – These people go out for begging, wear a conical peacock cap and singing devotional songs of Lord Krishna and other Gods. About 80% of them have given up this occupation. They live in mud houses of thatched roofs in small houses. They have not taken advantage of education.

Bahurupi - The chief occupation of this community is begging by amusing the people with their acts and different dresses. 50 % of this community has given up this occupation and their economic conditions are very poor. They have no permanent houses. They put up in small huts in villages. When go out they live in small tents or in chavadis of Mahars. Due to nomadic habits, they have remained educationally backward.

Kadak-Laxmiwale – They are busy with their occupation of begging by carrying the image of the Goddess Durgamma in wooden box on their heads. The people who accompany them, carry hunters and whip themselves to show the power of the Goddess. 90% of them wander throughout the year from district to district begging the name of their Goddess. Due to nomadic habit, they have no permanent house. They put up in small tents of quilts or gunny cloths. There is absolute lack of desire for education. The percentage of education is almost nil in this community.

Language barrier is one of the reason for being a Out of School Children In Denotified and Nomadic Tribes

Name of Community	Migrated from which state	Mother Tongue of State	Details
Berad	Karnatak	Kannada	They have got their own dialect called 'Beradi'.
Bastar or San-chalu Vaddar	Andhra Pradesh	Telagu	
Bhamta	Andhra Pradesh	Telegu	Bhamtas are Hindus and speak corrupt Telagu at home.
Kaikadi	Tamilnadu	Tamil	Speak 'kaikadi', mixture of Telegu and Tamil.

Kanjar Bhats	Gujrat, Rajsththan	mixture of Hindi, Gujrati, Rajsthani	Originally belongs to Panjab and Uttarpradesh and found all over country.
Laman or Banjara	Rajsthan	Lamani, Banjara	
Paradhi	Rajsthan	Gujrati, Rajsthan	Speak corrupt Gujrati and Rajsthani
Vaghari	Gujrat	Gujrati	They are also called Devipujak.
Beldar	Rajsthan, Andhra	Beldari	Beldari language is mixture of Hindi, Marathi. Rajshtani, Telagu.
Garudi	Karnataka, Gujrat	Urdu	They are Mohamadan, speak Urdu.
Golla	Andhra Pradesh	Telagu	Speak corrupt Telagu.
Helve	Karnatak	Kannad	Speak corrupt Kannad.
Kashi kapadi	Andhra Pradesh	Telagu	They speak telagu at home.
Katabu	Karnatak	Kannad	
Masanjogi	Karnatak, Andhra Pradesh	Kannad, Telagu	
Nandiwale	Andhra	Telagu, Marathi	Speak Telagu and Marathi.
Shikalgar	Panjab	Panjabi	Mixture of Panjabi and Hindi.
Vaddar	Andhra	Telagu	Speak corrupt Telagu.
Vaidu	Andhra	Telagu	Speak corrupt Telagu.
Gopal	Gujrat	Gujrati	Speak corrupt Gujrati

Dr. K.B. Antrolikar Committee - 1950

Ex-criminal Rehabilitation Committee - It was constituted under chairmanship of Dr.K.B.Antrolikar (MLA) by the Government of Bombay on dated 25th August 1949 to design rehabilitation programs after repealing the Criminal Tribes Act 1924 with effect from 13th August 1949. The report of the said committee with detailed recommendation was submitted to Government of Bombay on Nov.1950.

Population - It was the second time that the Govt. of Bombay had appointed such type of committee under the chairmanship of Shri K.M.Munshi on dated 5th October 1937 and it reported in 1939. It is unfortunate that the census of 1941 does not provide us figures of the population of all the different communities. Therefore have to refer for figures to the Census 1931. The Bombay Criminal Tribes Act Inquiry Committee of 1939 has quoted the figures of these communities that there were 11,75,450 persons in 1931.

Poverty and Backwardness - They are members of the ex-criminal tribes and as they are really very backward educationally, economically and socially, recommended that they should be included in the list of Backward Classes and be made eligible for all the facilities provided to the Backward Classes by Government at present. On account of the very low economic condition, the members of these communities require the help of their own boys and girls in the maintenance of the family in any way possible as last resort being begging, and so apart from any other consideration are reluctant to send their children to school because they would loose whatever help they get even from begging of their children. So in some very economically backward places, it would be necessary to make some arrangements by which these children would be provided with at least one meal during the day time. One cannot fail to take note of one fact that where unemployment was more, the people frankly and openly declared; they resorted to crime, because they had nothing to eat.

Education - Apart from poverty and ignorance on the part of the ex-criminal tribes, there are other difficulties which result in serious neglect of education of their children by them. The following difficulties however be mentioned here -

1. Several ex-criminal tribes speak different dialect and hardly there are any tribes having any of the regional languages of the Bombay State as their mother tongue. This factor causes lack of interest in education.
2. Due to poverty, which is a predominant factor among the majority of the families of the ex-criminal tribes, they require their children to assist them in their work. In families, elder children are engaged either to earn money, or to look after the younger ones as the parents, require to go out for labour or farm work. In notorious families the services of the children are used to earn money on easy means.

3. The localities of the ex-criminal tribes are isolated. This isolation itself has worked as a hindrance to the progress of education amongst them.
4. Having no settled and permanent habitation has also worked as an abstraction to children being sent to school.
5. It is necessary to make adequate provisions in the programmes of enforcing compulsory primary education and providing free supply of slates, books, stationary and clothes, so parents should send their children to school.
6. It propose scholarships at different rate - 1. for Nomadic Tribe Children (Rs.1 per month for class I-IV; Rs.3 per month for class V-VI; Rs.4 per month for class - VII) 2. For Ex-criminal Tribe Children (Rs.2 per month for Class V-VI; Rs.3 per month for class VII)
7. Children of Nomadic ex-criminal tribes should have admitted at least 20% in the hostel for backward class which is run by Govt. of Bombay and it should have opened separately.

Employment – It is necessary to reserve vacancies and suitable percentage in the governmental and non-governmental agencies like Jail, defence, police, hospital, railways, municipal and local boards etc. While sanctioning loan efforts should be made to bring these people together into a group and liberal loans should be given to such



groups as far as possible. The schemes of training adults or even boys and girls through peripatetic and industrial parties and industrial schools would be more successful and benefitted in the welfare of the tribes.

Housing – They live in huts which is isolated from the villages or towns. Generally living space in these huts ranged from 40 square feet to 100 square feet only in the case of most of the families. There were hardly any families having bigger space. Many of them were encroached on Government or municipal or private land. Naturally they came to be evicted time to time. Housing lands should be made available and it necessary to have 400 sq.ft as the actual built area of the house. In case of nomadic tribe, land should be given free. Loans also should be advanced to them to build houses at a very low interest and recovery ordered in easy installments.

INNOVATIVE PROJECTS FOR INCLUSION OF OUT OF SCHOOL CHILDREN



This document is a collection of a few case studies of good practices adopted by some states for different categories of out-of-school children under AIE component of Sarva Siksha Abhiyan. The report is presented by Vrunda Swarup, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India on dated 7th January, 2007. 86th Constitutional Amendment Act 2002 makes education a Fundamental Right for children in the age group of 6-14 years by stating “state shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may by law determine”. In 2002, there were 58.02 million out-of-school children. This number had been reduced to 13.4 million in 2005. It is not only difficult to understand the issues regarding out-of-school children but also strategies ways to bring these children to school. The various categories of out-of-school children include younger and older children, rural and urban children, children who migrate, children working for wages, and those who are engaged in house hold activities.

Some children who are in very difficult circumstances eg. older children (11-14 Years), children who migrate with their families, street and other homeless children cannot be enrolled directly into regular school. As per the Seventh All India School Education Survey (2006 NCERT), 86.97% habitations are served by primary schools. 53% of these habitations have primary school located within the respective habitations and 34% have the same within 1 Km radius. Education Guaranty Scheme (EGS) has been instrumental in providing access to schooling to the un-served, scattered and remote habitations. The EGS usually have one teacher for every 30-40 children. An additional teacher is provided when the number of children increases beyond 40. Establishing EGS centre is a community initiated and managed temporary facility before providing permanent schooling facilities to the un-served habitations. In 2005-06, over 1.11 lakh EGS centre provided educational facilities to over 40.42 lakh children.

Enrollment Drives

Enrollment in a school, wherever available, is the first step towards mainstreaming out-of-school children. Enrollment drives under different names and nature are carried out the objectives of generating awareness about the mission, sensitizing the masses about out-of-school children, and identifying the children who are not in school and enrolling them. The elected leaders from district block and panchayat levels participate in the enrollment drives conducted by the state SSAs (Sarva Siksha Abhiyan), they visit houses and talk to parents of out-of-school children. The children are encouraged to participate in various cultural and sports activities and then enrolled in formal school with fanfare.

Deprived Urban Children

Most of the children of urban areas are out-of-school. These include children in slums, children on the street and working children. The tracking of urban out-of-school children is often a major issue due to shifting of slums and frequent migration.

Educating the Migrating Children

A major challenge before SSA has been enrollment and continuation of education of children who migrate seasonally with their families. Mapping the migration pattern; identifying sending, receiving places and locating the children; and helping them to get enrolled or continue their education need specialized efforts. Measures have been taken in several states to

provide educational facilities to the seasonally migrating children. These include seasonal hostels or residential school for retaining children back in the villages while other family members migrate and worksite schools at the destination sites of migration.

Residential and non-residential Bridge Course

Direct mainstreaming and providing access to schooling can take care of the younger children (6-8 year) to begin with. But they never enrolled and dropped out children in the older age group (8-14 years) need time for preparation to get mainstreamed in respective classes as per their age. The bridge course provide facilities of accelerated learning through condensed course to prepare the dropped out and never enrolled children of the older age group to get mainstreamed in regular school. Short term (3-6 months) non-residential bridge course (NRBC's) are run for the children in the age group of 8-10 years who need shorter period for preparation to get mainstreamed in regular school. Objective of this short term course are habit formation for learning, practicing basic skills in languages, mathematics and science.

Bhonga Shala

Bhonga Shala is an innovation to provide education to children from brick kiln in Thane district of Maharashtra. In Marathi, 'Bhonga' means temporary hut and 'Shala' is school. It is estimated that 25000 children migrate to the brick kiln of Thane district of Maharashtra each year. Most of them work in these brick kiln and some just accompany their parents. Unfortunately, no estimate is available on how many children in Maharashtra lose at least 6 months of education due to migration in brick kiln. However, in Thane the migrating population is predominantly tribal – the Warlis, Katkaris, Mahadeo Kolis, Malhar Kolis, and Kokanas. Among these tribes the Katkaris are the most backward socio-economically and educationally. The literacy amongst them is mere 9% and female literacy is hardly 1%.

Brick work starts around November, after the monsoon. In August, the tribal family takes an advance from the labour contractor or brick kiln owner, normally ranging from Rs.2000 to Rs.10,000. This advance is very crucial for sustenance of the labours. In August and September, there is no work in the fields. Hence they are forced to take these loans to feed their families and also festival falls during that period. Migration to brick kiln is a way of paying off the advance. The brick kiln owner makes them

work even for 11-14 hour a days at a minimum wages. The entire family works for five-six months to pay off the advance.

Children accompanying their parents are compelled to work to supplement the family income. The children are engaged in various activities like coal dust, preparing the dough for bricks and carrying as many as 10 to 12 bricks at a time. The coal dust affects their dust, hair, eyes and lungs. To clean mud, they have to stand in thigh deep water which is dirty.

Vidhayak Sansad, a local NGO, started 5 Bhonga Shala in 1995. Today, with support from SSA Maharashtra, there are as many as 250 centres. These are catering to the education needs of more than 5000 children from the brick kilns. Starting and running a Bhonga Shala is much more than opening an education centre in the month of December and closing it in April. The process begins with recruitment and selection of teacher and is followed by conducting surveys of the children in brick kiln. During the survey, it is found that many children have never been to school, most of them do not remember what they learned in their school. Preliminary examinations are conducted to find out actual abilities of the children and accordingly they are admitted in the respective class.

Every morning, the teachers visit the homes of the brick kiln worker to collect the children. The teachers also take initiatives in bathing them and combing their hair, before bringing them to school. Besides convincing the parents to send their children to school, the teachers also have to converse with and convince the brick kiln owners to allow these children to attend school. To do all these task, the teachers resides in the Bhonga Shala for six months. Teachers are trained for month in various topics including child psychology, use of teaching aids and various teaching learning methods. Apart from training on usual school curriculum, the teachers are also given lessons on rights of the children, prevailing socio-economic conditions and day to day situations in brick kiln. Cultural programs every evening is an important aspect of training. The trainee teachers are required to participate in dramatics and singing and dancing sessions on socio-economic issues.

The target community of Bhonga Shala is extremely deprived on all accounts. Leave alone rights like health, education, for years they have been denied their rights over their own land and forest. The aim of education can not be mere continuing in school or passing examination. It has to be directed towards attaining a dignified life.

Migration is a complex phenomenon. Understanding this phenomenon itself is a difficult process. Identification of children, motivation of parents, employers and follow up at the end of migration season has to be planned carefully. In case of Interstate migration, both the state have to take proactive measures to deal with situation and take appropriate action in the upmost interest of the children. Logistical, language, text books, teacher issues are extremely important for effective implementation with the aim of mainstreaming and continuation of education. Never enrolled and dropped out children of 6-7 years can be mainstreamed directly in class I. But never enrolled and dropped out children in the older age between (8-14 year) need time for preparation to get mainstreamed is respective class as per their age. The bridge courses provide facilities of accelerated learning through condensed course to prepared the dropped out an never enrolled children of the older age group to get mainstreamed in regular school.

Seasonal migration of the children, with or without families, had added a large chunk to the already existing out of school children, many of them being never enrolled and some being drop outs. According to estimates, nearly 2-3 crores people seasonally migrate every year. The duration of this migration depend on the nature of job in which they are engaged. Long term migration for 6-8 months happens for sugarcane cultivation, crushing and working in brick kiln, salt pans, charcoal industry and construction. Agriculture activities like paddy cultivation also attract short duration migration.

Sakhar Shala (Educating the migrant children in sugarcane fields)

Sakhar Shala, literally means, Sugar School. Meaning may suggest otherwise, but these schools are meant for children of sugarcane cutters. These are the temporary school, which intend to provide primary education to children of sugarcane labourers. The aim of Sakhar Shala intervention is to help children continue their education, which is severely hampered due to migration. Janarth, a Aurangabad based NGO in Maharashtra, started this innovative intervention in the year 2001-02 with 882 children of migrant labours at two co-operative sugar factories in Ahmednagar district.

Maharashtra is claimed to be the most developed states in the country and thus is a hub of migration. The state provides a dynamic environment for both inter and intra state migration. The sugar factories in western Maharashtra, the brick kiln in Thane district, quarries in Ratnagiri District

and various construction sites, form the centres of seasonal migration. Maharashtra is the largest sugar producing state. Sugar cane is known as lazy man's crop since it does not require much care except watering at regular intervals. But harvesting sugarcane is a labour intensive process. According to official statistics issued by Maharashtra state Sugar Co-operative Federation, 1.6 millions farmers in the state cultivate sugarcane on 0.7 million hectares of land. It has been estimated that a staggering 0.2 million children of migrant sugarcane cutters below 14 years of age, accompany their parents to district all over state, every cutting season. Over half of them, in the age group of 6-14 years (54% boys and 46% girls), totaling 0.13 million end up being deprived of schooling facilities.

Life of migrant labours in sugarcane fields and factories is nothing short of object misery. Lured by money and the chance of better lives, they come in large group, but ultimately are left with no choice but to accept whatever comes their way. There are major issues like non-availability on site facilities for housing, education, health and sanitation. Small tents made of bamboo and mats form their abodes. Long hours of work, inadequate sleep, lack of proper food, accompanied by poor hygiene and the sanitation facilities at the sites, leads to poor health standards. Younger children help in making bundles of sugarcane tops, which is used as fodder. Younger children join other family members in cutting cane. Older girls do domestic chores and look after their siblings. These children provide extra hands to their parents with no cost to employers and life goes on. They miss education from October to March, school nearby the sugarcane fields and factories don't have capacity to absorb the extra load and the employers do not provide education, as they never employ the children directly.

Sakhar Shala is a second semester school

Sakhar Shala is temporary school and does not function round the year. The children of sugarcane cutters migrate during the crushing season, which is in between October / November and March / April. It is presumed that these children attend school in their respective villages before migration. When these children return to their villages after migration season, they are unable to restart education due to non-attendance and discontinuation of studies for six months and result drop out. Sakhar Shala provides that vital opportunity to schooling during migration season so that the children can continue after going back to their village.

Before Starting Sakhar Shala

Education in sakhar Shala starts in the month of November but the preparation for the same start much earlier. This includes recruitment of teachers, training of trainers and the teachers. The teacher training programme is a rigorous exercise of one month which includes topics like how to create a positive environment, teaching learning methodologies, child psychology, preparing teaching learning material, school management etc. A total of 160 participatory sessions are conducted during the training programme. The factory management provides space

The teachers also do groundwork activities like meeting the parents and motivating them to send their children to school, meeting the factory management to make necessary provisions etc. One of the major activity conducted before starting sakhar shalas is the survey of each family in the settlements, to assess the number of children, who have migrated with parents. Sakhar Shala work perfectly towards mainstreaming and continuation of education of children who migrate to sugarcane factories, getting the Block Education Officers to supervise the centers, conducting examination and issuing necessary certificates. The factory management provides space for erecting temporary structure for Sakhar Shala, helps in constructing the temporary sheds and provides basic facilities like drinking water, temporary toilets especially for girls and space for meetings with parents and other authorities. In some cases, the factory management has provided living space for teachers, refreshment and medical facilities for the children and play material.

The ultimate objective of sakhar shala is to improve the quality of life of the migrant labours by providing quality education to the migrant children. The model focus on (i) acquisition of basic reading, writing and numeric skill (ii) imbibing the sound value system, (iii) physical fitness and (iv) preparing for higher education. The sakhar Shala concentrate on competency based teaching for the young children to enhance their capacities and potential and to have greater control over their life

When children leave Sakhar Shalas, Janarth send letters to all the schools from where these children have come. They also send a list of children and request the school to enroll them.

Learning from the initiatives

Education of children might not be a priority for the families who migrate but awareness generation and community mobilization help them in realizing the same as a right of their children.

No organization, either governmental or non-governmental, is adequate to deal with problems like education of migrating children. The issue of seasonal migration is a complex one and needs active involvement of all stakeholders to provide fundamental rights like education.

Follow up of children and ensuring that the children are re-enrolled in their original school is very necessary. Facilities like sakhar Shalas are to be seen as extension of existing school. Resources, energies and efforts spent on sakhar shala will be lost if the children are not re-enrolled in their original school. It is very important to closely co-ordinate with authorities, specially school authorities, both at the receiving and sending ends. Certification and issuing migration certificate cards are important in facilitating the process of continuation of education for these children.

Father of Disadvantaged Child

Pardhi community of Maharashtra are having the many offshoots like Pal pardhi, Raj Pardhi, Gaon Pardhi, Haran Shikari, Waghari, Salat, Salat Waghari, Fasepardhi etc. and it's some of offshoots are included in the list of Scheduled Tribes and some of offshoots are included in the list of Denotified tribes. Out of these, Fasepardhi was the wandering criminal tribes in the British rule and after the independence these communities declared as denotified tribe in 1952. Now Fasepardhi is included in the list of scheduled tribes in Maharashtra State. The people of Fasepardhi is living in the jungle, hunting animals, engaged in thefts. They are extremely backward and economic condition is not satisfactory. Some of them made up hutment on encroached land of jungle or open places in the vicinity of the town or big cities. It is found that most of them catching birds by their nets and sale it in market. Now a days this profession become illegal by law. Therefore most of women and child were begging on the streets.

A Matin Bhosale is a resident of Mangrulchawala (Tahsil - Nandgoankhandeshwar, District - Amravati, Maharashtra State) 50 kilometers away from Amravati city. He belongs to Fasepardhi community and 450 persons of Fasepardhi samaj is living in the Mangrulchawala village. He saw the children of his own community were begging on streets in big cities. He collected such 216 childs who engaged in the begging on the streets, working in the hotels, restaurant, working as a farm labours from Yeotmal, Amravati, Washim, Nagpur District. The village people made up hut of grass. The team of 7 teachers teaches them in the temporary hutment school on 2 acre land and arranged temporary

night shelter which is in the village. The children between age of 6 to 12 is learning in appropriate class as per their age.

Weekly, for Saturday and Sunday, the team of Matin Bhosale and 216 children of these school, begging on streets, collecting ration for them, collecting old books, collecting old cloths from Amravati city. On Sunday evening, they came back to village and continuing the education. They require minimum 23 quintal ration on monthly basis for 216 children. Now for the session 2014-15, more than 300 children are already admitted in the school, out of these are 96 girls and 204 boys. These are all the disadvantaged children, studying in the temporary school without benefits of Govt. grant and any support from them. The benefits of the Mid day meal scheme, Books, Uniforms which are the provisions of Sarva Sikhsa Abhiyan of Central and State Government which is basically required to them but they are actually disadvantaged. The medical facilities are taken from nearest doctors. This way, a Matin Bhosale become the father of these disadvantaged children.



RTE NORMS AND ITS FULFILLMENT

On 1st April, 2013, India completes three years of enactment of the Right of Children to free And Compulsory Education Act, 2009. This legislation, laid down a time bound agenda to address some of long pending gaps in the education system. It lays down a time frame of three years to meet all the norms except for the target of the teacher training to be achieved by 31st March, 2013. On the completion of the dead line of three years of the notification of this Act, it's time to take stock of the progress that has been made under the Act.

RTE Forum is a collective of national education networks, teacher's organizations and educationists with a collective strength of about 10,000 organisation working in the field of education with intent of bringing systemic reform in education. RTE Forum has conducted surveys with collecting samples in 17 states of India and published report in April, 2013. These are some of the observations and recommendations of the said report.

There are still around 8 million children of school. These drop out and never enrolled children tend to be the most marginalized and most disadvantaged such as child labourers, street children, migrant children, nomadic children, children in conflict affected areas and the disabled and need more focused efforts.

Sarva Siksha Abhiyan (SSA) one of the flagship programme of Government is being used as the carrier to implement RTE Act ensuring the basic infrastructure and other requirements. But the concern remains regarding 1) quality of education 2) retention of the enrolled children 3) infrastructure for the education 4) inclusiveness in accessing education 5) education within the neighbourhood with essential support 6) grievance redress in case of denial of rights 7) role and responsibilities of local authorities etc. In order to ensure access to education to all children in the age group of 6-14 years, the RTE Act offers the following provisions.

Access to Elementary Education

Child Mapping - The study reveals that migrant children remain the nowhere kids : nearly 41% school do not include them in the mapping process. The nomadic children's plight is worse than that of migrant children. Just 3.7% schools include them in the child mapping. The RTE norms specify that there should be special facilities, including residential, to education migrant and nomadic children. However, inclusion in the

mapping process does not necessarily transfer into better schooling outcomes for any category of children. There are major concerns that such large number of children who are disadvantaged, are left out of the education process.

Quality of Infrastructure

One of the major reasons for poor education and learning outcome is the lack of sufficient school infrastructure in parts of country. A good number of school still function in single two room building with one teacher, along with the lack of other basic teaching infrastructure including teaching material.

Realising all these factors, the RTE Act 2009 has specified the infrastructure norms in the schedule of the Act that are mandatory for all schools. They are :

- All weather building of at least one classroom for every teacher and an office cum store cum head teacher room
- CWSN friendly access
- Separate toilets for girls and boys
- Drinking water facility for all children
- A kitchen where mid day meal is cooked
- Play ground
- Arrangement for secured school building with boundary wall or fencing
- Teaching learning material provided to each class as required
- Library to provide newspaper, magazines, books and all subject books including story books
- Play material, sports/games material to all classes as required

While setting up these norms, the Act also provide time bound approach making government to fill the infrastructure gap within 3 years as per the RTE norms that is by 31st March, 2013.

School in accessible reach of the community – The National Model Rule on Right to Education lays down that there should be one primary school within 1 Kilometer reach and upper primary school within 3 kilometer. The present study highlights that 77% of the schools comply the neighbourhood norms as per the RTE Act mentioned above and are therefore within the reach of the community.

Safe School Building – School building should be safe and secure for all children. On the whole nationally, 79% of the schools have all weather buildings. Present data shows that only 50% (62.8% Maharashtra) of the schools reported to have boundary wall or some kind of fencing.

Adequate Class Rooms – Around 5% of the schools in the sample are run in single classrooms. However, more than two thirds schools have only three or more classrooms than 58% schools have four or more classrooms. Considering the increasing number of the newly enrolled children attending schools, the number of classrooms needs also to be improved in schools where there is lacuna for it.

Common Room for Teacher – Only one third of the schools mentioned was common room for teacher. The implication of this is that teachers did not have space to prepare teaching material and for sharing, learning etc.

Access to teaching material - The study indicates that nearly 80% (95.9% Maharashtra) of the schools got this facility. It assumes that all those schools who have this facility, would be using and it could be encouraging information.

Play Ground and Material – In the present study, nearly 58% (85.3 Maharashtra) of the schools reported to have play ground and 55% have some kind of play material. It means, about 42% (15% Maharashtra) of the school do not have play ground.

Library – With regard to library facility in schools, the present study also indicates that 55% (89.9% Maharashtra) schools reported having library. However, it is still a question, how good these libraries and whether teachers are helping students to use library effectively.

Drinking Water – Safe and adequate drinking water is important in attracting children to school. The present study shows a low figure of 77.8% (72.2% Maharashtra) with regard to availability of safe drinking water.

Mid Day Meal – Mid day meal to school going children is one of the flagship programme of the Government. This aims to improve attendance, reduce drop out and moreover to provide minimum food and nutrition support to children to sustain themselves in the classes. Field level observation reveals that children of poor families often came to school without having any food in the morning and for them mid day meal is a basic requirement to help them attend classes and learn.

Kitchen – Only 68% (85.9 Maharashtra) of the schools is available specified kitchen as per the RTE norms. It is necessary to have a kitchen for cooking mid day meals need to invest more on building kitchen shed in the school and make them functional.

Provision for separate toilets for girls – There are smaller percentage of school is having the separate toilets for girls (62.1% Maharashtra).

Teachers and RTE

Recruited Teachers, Para teachers, Contract Teacher, proxy teachers – A significant number of teachers are para teachers and they are recruited due to lack of trained teachers.

Implementation of PTR norms – The RTE prescribed the PTR ratio (pupil teacher ratio) at 30:1 in primary classes and 35:1 in upper primary classes. In the present study 56.6% (63% Maharashtra) schools in the primary and upper primary schools follows the respective RTE norms.

Special educators / councilors for CWSN children : The present study note that 66% of the schools do not have special educators or counselors for CWSN children.

Non-educational Activities allotted to teachers – The section 27 of the RTE Act provisioned that no teacher shall be deployed for any non-educational purpose than the decennial population census, disaster relief duties, duties related to the election to the local authority or the state legislature or parliament, as the case may be. The present study shows that 47% of the teachers were involved in the activities other than prescribed ones.

In service training – In the present study, during the immediately previous year, three fourth of the teachers have received some form of training. On an average all states, one to five teachers have got training in 57% of school.

Working Hours – Teachers has to work for 200 days or 800 hours for primary school and 220 days or 1000 hours for upper primary school and 45 hours per week work including preparation hours. Teachers absence from class due to office leave and other reasons reduces teaching time. There is no consistent provision for substitute teachers. Classes are not conducted due to other reasons including for ceremonial events, unscheduled holidays.

Community participation

School Management Committee (SMC) – The study finds that SMC were constituted through an election process in only half (49%) of the schools. This is in line with qualitative information which ASER have received that many SMC members did not even know that they were members. This means that they were in fact nominated without their knowledge. The provisions regarding the constitution of SMC mentioned in the section 21(1) above were observed only in the case of 54% of schools. This brings with it, the concern of gender equity and representation of disadvantaged and weaker sections which is provisioned in the Act, but appears not to be implemented seriously.

SMC and involvement of PRI – It is reported that the Panchayat Raj Institutions (PRI) and urban local bodies were involved in the management of the school is 59% of them. More details regarding their involvement have not been reported. Given the fact that basic aspect of community participation such as the election process were not followed in

half of the school and gender and social constitution norms of SMCs were not followed in SMC formation and therefore there would be no serious involvement of PRI.

The Act has specified the basic composition of the SMCs: Local elected representatives, Parents or guardians of students in the school, Teachers.

75% of the SMC must be composed of parents or guardians, and proportionate representation is to be given to those whose children belong to disadvantaged groups. Women are to constitute 50% of the SMC membership.

The Maharashtra Rules add additional features to the composition of the SMCs: The parents and guardians who constitute 75% of the SMC will be selected or elected in a meeting of school parents. The remaining 25% would be formed from locally elected representatives, management members, Head Teacher, teachers, educationists and child development experts. Two students from the school are to be co-opted as non-voting members, of which one, at least, must be a girl. The chairperson of the SMC in government schools will be elected from the parents. In aided schools, the chairperson will be a management representative. In government schools, the Head Teacher (or, if the post does not exist, the senior-most teacher) will be the Member-Secretary, and will conduct the meetings of the SMC. These should be held at least once a month. The SMC is to be constituted within three months of the new academic year, and reconstituted every two years.

The Act specifies that the SMC should perform 3 basic functions:

- Monitor the working of the school.
- Monitor the utilisation of grants from government and other sources.
- Prepare and recommend the School Development Plan (SDP).

Social Exclusion

The most predominant kind of discrimination, which is reported in the present study was not given or allowed to sit in the benches, which varied for dalits (9.4 %), Adivasi (5%), Muslim (7.3%). The other overt form of exclusion is not allowing children from these categories to take up leadership roles like that of class monitor ship. Girls were denied class monitor ships in 8% of school.

25% reservation for disadvantaged & weaker section – Another interesting finding of the study is regarding the implementation of the 25% quota for children of disadvantaged and economically weaker sections which is to be implemented by them as per the RTE Act.

Amendments to the RTE Act – One is the exemption for minority institutions from the RTE Act and other is the right to home schooling that has been introduced for children with disability.

Out of School, Drop out – Government of India estimated that only 2.7 million children (2010) remained out of school. This figure has been criticized on a number of grounds – including lack of consistency in the definition of the term enrollment and perverse incentives that exist for retaining names on the rolls, irrespective of the actual attendance status. It is indeed been pointed out that the rates of growth. As per the district information system for education (DISE), the enrollment at primary level has declined in 2011-12 in Assam, Chhattisgarh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra and Odisha, as compared to 2010-11. However the states of Uttar Pradesh, Rajasthan, Uttarakhand have reported an increase in enrollment. Moreover, the total primary enrollment in the country has increased by 1.4 % during this period.

Language of Instructions – A critical issues for Adivasis, inter-state migrants, nomadic tribes and other minorities is that of language of instruction. Despite long standing government policy (three language formula) and new provisions under RTE Act mandate instructions in the mother tongue at the elementary level. This places children are at educational risk and discrimination.

Corporal punishment – Corporal punishment is prohibited under section 17 of RTE Act. Notification to prohibit physical punishment and mental harassment had been issued by Governments of states.

Education of Muslim Children – Proportion of Muslim children in elementary schools is lower than their share in the population, unlike SC and ST children who are currently more than their population proportions. The share of Muslim boys enrollment is less at the upper primary level than primarily level, dropping out due to their poor socio-economic occupational patterns. However, some of the barriers experienced by Muslim children in accessing education include discrimination, unfriendly attitudes of peer groups and exclusion on the basis of religious identity, cultural domination based on their faith and cultural practices. Girls are further disadvantaged owing to community hesitation to send far, protection and security reasons. The poor socio-economic conditions of the community and many children to seek work to contribute to the family income.

SCPCR - Maharashtra SCPCR (State Commission for Protection of Child's Rights) constituted but has not met since Dec,2012 when term of members were over.

Advisory Committee - RTE Mandated State Advisory Council yet not constituted and various ad hoc meetings of officials, RTE representatives, NGO, individuals held.

School Recognition : Schools that were granted recognition prior to April 1, 2010 have been given till March 31, 2013 compliance period 3 years, since the commencement of the RTE Act to fulfill all the norms specified in the Schedule, at their own expenses. All government and local authority schools are also expected to fulfill these norms by March 31, 2013.

The Maharashtra Rules state that a school run without recognition from the Government, without permission before or after commencement of the Act, is punishable by a fine and shall face legal action. The RTE Act states that any person who establishes or runs a school without obtaining a certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to a fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of Rs 10,000 for each day during which such contravention continues. There are 659 unrecognised schools and action may be taken as per the RTE Act 2009, Section 18.

Enrollment in Private School

Nationally, there is a slight increase over 2012 in private school enrollment as per the ASER 2013 report. The proportion of children taking paid private tuition classes has also increased slightly since last year.

For the age group 6 to 14, there has been a steady increase in private school enrollment at national level from 18.7% in 2006 to 29% in 2013. The increase in private school enrollment since last year has been very small, from 28.3% in 2012 to 29% in 2013.

In Maharashtra, about 20% of the children are enrolled in private unaided schools, some of which are very old and require assistance for building up their infrastructure.

Private Tuitions

For the first time, ASER 2013 measured the amount families pay for a child's private tutoring in Maharashtra.

Children attending Tuition Classes in the year 2010-2013 (Maharashtra)

Class	% children attending tuition classes	2010	2011	2012	2013
I-V	Govt. School	5.3	5.7	6.4	6.9
	Pvt. School	17.9	20.5	21.4	21.8
VI-VIII	Govt. School	8.3	9.3	8.3	6.3
	Pvt. School	14.0	14.8	14.7	12.3

Tuition Expenditure (per month in 2013 in Maharashtra)

Class	Type of School	Rs.100 or less	Rs.101-200	Rs.201-300	Rs.301 or more	Total
I-V	Govt. School	72.2	21.4	3.1	3.3	100
	Pvt. School	41.8	32.2	13.8	12.3	100
VI-VIII	Govt. School	61.6	22.4	8.3	7.7	100
	Pvt. School	41.0	32.3	10.5	17.2	100

Status of Education in Maharashtra for year 2012-13

Norms	Status
Ratio of Primary to Upper Primary School should be 2:1	Ratio of Primary School to Upper Primary School is 1.6:1
School with enrollment less than 0 – 10 are not viable	3779 school have enrolled less than 10. It is necessary to verify the needs of these school & think about merger in neighbouring school or start cluster school & provide transport facilities.
School with enrollment 11-20 are not viable	10126 schools have enrollment 11-20. It is necessary to verify the needs of the school and think about merger in neighbouring schools or start cluster school & provide transport facilities.

Gender gap in enrollment should be less than 5%.	Gender gap in enrollment is 6.33% at elementary level (class I to VIII). But gender gap enrollment is more than 10% in 797 clusters at primary level and 1386 cluster at upper primary level. Reason should be find out for higher gender gap in enrollment and proper steps to be taken.
As per RTE Act 2009, all schools should have 10 facilities. (building, store cum HM Room, One class room for every teacher, RAMP (CWSN), separate for boys, separate toilet for girls, drinking water facility, kitchen shed, boundary wall, playground)	Only 7355 schools are fulfilling RTE infrastructural norms. 3711 schools are compiled less than 5 norms.
Student Class room Ratio (SCR) should be less than 30 at primary level and less than 35 at upper primary level.	Student class room ratio at primary level 25 and Upper primary level 36, over all at elementary level is 33.
All schools have potable and adequate drinking water facility.	102041 schools have drinking water facility but remaining 184 schools have required drinking water facilities.
All school have separate toilets for boys and girls.	91128 schools have separate toilets for boys and 100860 schools have separate toilets for girls. For remaining 12497 boys toilets and 2765 girls toilets have to be made available.
Pupil Teacher Ratio (PTR) should be 30 at primary level and 35 at upper primary level.	Pupil Teacher Ratio (PTR) at primary 35 and upper primary 26, over all elementary level is 32. 10406 primary schools have PTR more than 30 and 7168 upper primary schools have PTR more than 35.

Every School have female teacher	31377 schools without female teacher. (43.1% of female to total teachers) and 31,377 schools do not have female teachers (30.3%)
Every school minimum 2 teachers.	1688 schools have a single teacher
Teacher without professional qualification	10033 untrained teachers are without professional qualification.
Annual Average Drop Out Rate.	Annual Average Drop Out Rate at primary (1-4) is 1.0 % (0.8 % for boys and 1.3 % for girls) for all social groups. And at upper primary (5-7) is 2.9 % (2.5% for boys and 2.8 for girls) for all social groups.
Unrecognized schools	659 unrecognised schools. Action to be taken as per the RTE act 2009, section 18.
• Source –DISE 2012 Report	



AFFECTING FACTORS FOR OUT OF SCHOOL CHILDREN

Education of children living in Slums

Due to high population density in some of the geographical wards in urban areas, access to government run school has been a major concern. This has lead to a mushroom growth of private school across slums in major cities. Although the private school provides accessibility, affordability becomes a concern for the poor. Urban areas have always attracted and will continue to attract migrants in search of better livelihood. Children in such families will have transition phases. It is likely, however that if a child was in school and learning well in the previous location, parents will ensure that the child is in school and learning well in the new location as well, but this depends on the accessibility and affordability of school. Easy access to school is the major problem for children from families that work on construction sites or children of seasonal labourers.. Unstable livelihood and make shift arrangements also make it harder for children to attend school regularly

There were 19,984 estimated no. of slums in the State during 2008-09 as against 15,205 during 2002 showing an increase of 31 per cent. During 2008-09, about 78.8 per cent of slums were found to be notified as against 60.5 per cent during 2002. About 92.8 per cent of the total slum-dwelling households lived in notified slums compared to 66 per cent during 2002. The notified slums were found to be more densely populated than the non-notified ones.

Survey Results

1. About 75 percent of notified slums were developed on public land, with majority (50.9 percent) of them occupying the land belonging to the local bodies. About 26 per cent of slums were located on private land.
2. About 64.4 per cent of notified and 50.7 percent of non-notified slums were surrounded by residential areas.
3. In notified slums, 91 per cent of households either had pucca or semi-pucca houses as against 80 per cent in non-notified slums.
4. Tap was the major source of water for drinking purposes in 85 per cent of households in notified slums compared to 74 per cent in non-notified slum areas.

5. About 98 per cent of slums had electricity connections either for household use or for street lights or for both during 2008-09 compared to 95 per cent during 2002.
6. About 71 per cent of slums had pucca roads within slum area while about 6 per cent of the slums had motor able approach roads.
7. About 44.8 per cent of slum dwellers used public/ community latrine facility. However, about 11.2 per cent slum dwellers in notified and 30.2 per cent in non-notified slums did not have any latrine facility.

The total estimated number of slums in the State was 19,984 during 2008-09, of which notified and non-notified slums was 15,737 and 4,247 respectively. Percentage distribution of slums and of households living in those slums is given in Table. More than three-fourth of total estimated slums were found to be notified. About 93 per cent of total household slums were living in notified slums. The proportion of notified slums has increased remarkably from 60.5 percent in 2002 to 78.7 percent in 2008-09.

Slums		Households	
Type of Slums	%	Type of Households	%
Notified	78.8	Notified	92.8
Not Notified	21.1	Not notified	7.2

Note: Figures in parenthesis relate to NSS 58th Round.

Table gives the percentage distribution of slums by type of ownership of land. About 75 per cent of notified slums were developed on public land, with majority of them occupying the land belonging to local bodies. However, the private land is also occupied by a sizable proportion of slums indicating wide-spread encroachment over private land.

Percentage distribution of slums by type of ownership of land

Type of slum	Private	Railway	Public (State Govt.)	Other Local Bodies	Not Known	All
Notified	25.3	2.4	60.0	14.4	6.9	100
Non notified	29.6	11.0	34.1	16.9	8.4	100
All	26.2	4.2	47.4	14.9	7.3	100

Population of Slums living in Municipal Corporations as per Census 2011

Area Name	Slum Popn	Age 6 Year	SC Popn	ST Popn	% 6 Years	SC %	ST %
India	65,494,604	8,082,743	13,354,080	2,216,533	12.34	20.39	3.38
Maharashtra	11,848,423	1,428,850	1,863,882	364,254	12.06	15.73	3.07
Dhule	89,883	11,975	12,605	6,404	13.32	14.02	7.12
Jalgaon	28,224	4,147	3,019	2,122	14.69	10.70	7.52
Akola	163,820	20,736	37,420	3,276	12.66	22.84	2.00
Amravati	238,883	28,088	63,217	5,446	11.76	26.46	2.28
Nagpur	859,487	94,663	209,217	99,646	11.01	24.34	11.59
Nanded Waghala	126,326	18,948	25,489	1,799	15.00	20.18	1.42
Aurangabad	221,001	33,823	66,077	2,668	15.30	29.90	1.21
Malegaon	264,892	46,650	8,589	2,733	17.61	3.24	1.03
Nashik	189,721	26,145	61,662	24,843	13.78	32.50	13.09
Vasai-Virar City	35,691	5,713	1,888	1,907	16.01	5.29	5.34
Mira-Bhayandar	61,593	8,406	5,885	2,168	13.65	9.55	3.52
Thane	326,798	41,051	35,988	13,156	12.56	11.01	4.03
Navi Mumbai	207,645	29,529	37,196	4,577	14.22	17.91	2.20
Bhiwandi Nizampur	345,386	47,620	12,628	3,877	13.79	3.66	1.12
Kalyan-Dombivli	98,157	12,449	28,486	1,951	12.68	29.02	1.99
Ulhasnagar	84,684	10,024	24,135	1,310	11.84	28.50	1.55
Greater Mumbai	5,206,473	566,099	410,300	66,370	10.87	7.88	1.27
Pimpri Chinchwad	129,099	18,696	65,946	2,289	14.48	51.08	1.77
Pune	690,545	83,894	192,442	9,256	12.15	27.87	1.34
Ahmadnagar	37,257	4,520	13,827	374	12.13	37.11	1.00

Solapur	175,408	21,396	52,838	2,710	12.20	30.12	1.54
Kolhapur	67,646	7,967	23,352	220	11.78	34.52	0.33
Sangli Miraj Kupwad	27,089	3,481	13,758	122	12.85	50.79	0.45
Total (Slum Popn. Of Copn.)	9,675,708	1,146,020	1,405,964	259,224	11.84	14.53	2.68

Note – Slum population of 221 Nagar Parishad is not included here.

Migration

Observations and Findings of the NSS 64th Round survey (Planning Commission of Maharashtra)

1. **Migrant:** A household member whose last usual place of residence is different from the present place of enumeration is considered as a migrant member in a household.
2. **Migrant household:** If the entire household, as now being enumerated has moved to the place of enumeration during the last 365 days preceding the date of survey, it will be considered as a migrant household. If one member of the household has moved ahead of other members to the present household and others have joined later (but all of them during the reference year) such households will also be considered as migrant households. Where some members of the household were born or married into households which have moved, during the last 365 days, the entire household is to be treated as migrated to the place of enumeration.
3. **Out-migrant :** Any former member of a household who left the household, any time in the past, for stay outside the village/ town is considered as out-migrant provided he/ she is alive on the date of survey.
4. **Reason for migration:** The reason for migration has to be arrived at after suitable probes. Brief details of each of these reasons are given below:
 - (i) **In search of employment:** Persons, who were not already in employment at the time of leaving the last upr, when migrate to another village/ town in search of employment are considered as migrated in search of employment.

- (ii) **In search of better employment:** These include those persons who were employed at the time of leaving last upr, but have come to the place of enumeration in search of better employment, in terms of emoluments, job satisfaction, etc..
- (iii) **To take up employment / better employment:** The first two cases are different from this one because it relates to persons who come to the place of enumeration to take up employment. These persons were not in search of employment but were offered jobs or were offered better jobs than the one they were having at the time of leaving last upr.
- (iv) **Business:** Those who migrate to start a new business or due to shifting of the existing business will be considered as migrated for business.
- (v) **Transfer of service/ contract :** Transfer of service/ contract will include persons who as part of the employment contract or service liability migrate from one place of posting to another.
- (vi) **Proximity to place of work:** This will include persons who had moved in order to be nearer to their places of work. These are the people who move to another village/ town with the explicit purpose of avoiding or reducing commuting to place of work or other similar reasons and should be distinguished from the persons who migrate to take up employment/ better employment.
- (vii) **Studies:** Students and others who leave their upr for studies will be classified under this category. If a person changes upr to pursue his studies and at the same time looks for employment, which is the case in many occasions, the factor which is basic for his change of residence should be considered.
- (viii) **Natural disaster (earthquake, drought, flood, tsunami, etc.):** Persons who have migrate due to natural disaster caused by earthquake, drought, flood, cyclone, tsunami, etc. will be covered under this category.
- (ix) **Social/ political problems (riots, terrorism, political refugee, bad law and order, etc.):** Migration arising out of social or political problems such as riots, terrorism, political refugee, bad law and order, etc. will be included under this category.
- (x) **Displacement by development project:** Sometime undertaking development projects, such as construction of dams, power

plants, or starting a new factory, etc., may result in eviction of persons and those affected by such displacements may migrate to other village/ town. Such types of migration will be included in this category.

- (xi) **Acquisition of own house/ flat:** Persons who move to a place to stay in a house/ flat acquired by them will be categorized in this category. Here again the reason for movement should be directly attributable to the acquisition. Persons who on retirement move to their own house, etc. will not be included.
- (xii) **Housing problems:** Certain persons move from metropolitan cities or large towns to nearby smaller towns or other areas due to the problems of getting suitable accommodation, poor amenities, or high rent, etc. In rural areas, it may be mainly due to poor amenities.
- (xiii) **Health care:** Persons sometimes move from one place to another due to the availability of better medical facilities for treatment or conditions, unsuitable weather in the last upr. They will be covered under this reason.
- (xiv) **Post retirement:** Sometimes after retirement, persons may leave up either to stay in their native place or in some other place chosen by him/ her. If the reason for migration is due to retirement from employment they will be categorized here.
- (xv) **Marriage:** A substantial number of women in India change their upr after marriage. Person, whose change in upr occurs exclusively due to marriage, will be covered here.
- (xvi) **Migration of parent/ earning member of the family:** In many cases, the members are passive movers in the sense that they change upr because the parent or earning member changed upr. Such migrants will be categorized here.
- (xvii) **Nomadic and Semi Nomadic patterns** – Nomadic/Seasonal migrants migrate during a particular season primarily for want of work. These tribes move place to place and do not possess the pukka houses. These tribes also settle down nearby human habitation and have attempted to stay whenever there was no violent opposition from permanent villagers. These tribal stay during monsoon season, in their houses and work in farms as labours, later on depending upon work availability migrate to places wherever work is available during their migration they carry all their belongings along with family and put up in temporary tents. Most of the nomadic population are begging at streets by entertaining, street show, singing, acrobats, gymnasium and selling cutlery goods, goods in exchange with old cloths.

Important Results of Migration Patterns -

1. The percentage of migrants is highest for education level “primary or middle” for both the rural and urban areas. Also, 74.5 per cent migrants have education level below primary or middle, which indicates higher migration of manual worker/labour class.
2. Agriculture provides maximum (32.4 per cent) employment for the migrants in rural area while non-agriculture industry provides highest employment to migrants (27 per cent) in urban area.
3. The migration of females in the rural areas within the same districts is more than their urban counterparts, indicating preference of rural households to marry their daughters to families’ located near-by. The migration to another district within the same state is more in rural males than their urban counterparts. Outside the state migration is observed to be more for urban areas (14.3 percent) compared to rural (6.2 percent), so also migration to another countries is much higher in urban areas (5.0 per cent) than the rural area (0.2 percent).
4. Only 25.7 percent persons from rural areas were reported to be employed before migration which substantially increased to 87.4 per cent after migration. It may be noted that the rural female employment increased the most on migration as compared to their counterpart in urban area and also to the male population in both the areas. There is a significant increase in the labour force from 26.5 percent to 88.4 percent in rural and from 32.1 per cent to 71.4 per cent in urban area. The information clearly indicates that migration enables people to find employment.
5. In rural areas, the percentage of temporarily migrated persons for the industry division “agriculture” is highest for males as well as females (50.9 and 71.2 percent respectively) indicating seasonal migration of workers (for activities like sowing and harvesting); while for urban areas it is highest (30.7 percent) for industry division “other services”.
6. The Scheduled Tribes have highest percentage (72 percent) of non-migrants. In the remaining social groups no remarkable pattern of difference is observed.
7. In rural area 99.4 per cent of migrants were previously residing in the same state and 70.5 per cent previously lived in the rural area of the same state. In urban areas 68.3 per cent migrants previously lived in the same state and 33.9 per cent had migrated from the urban area of the same state. The interstate migration was more prominent in the urban areas (30.6 percent) indicating migration for job opportunities from outside the state.

Findings of the NSS 64th Round survey

1. **Migration:** A person is considered as migrant when he/she is enumerated at a different place than his/her previous place of residence. For comparison of Census 1991 and 2001 data with NSS 64th round data (2007-08), the major reasons for migration are considered to be 'Employment', 'Business', 'Education', 'Marriage' and 'Others'. The reasons as natural disaster, social/political problem, housing problem, migration of parent etc are clubbed in 'Others'. The data reveals that there is an upward trend in migration because of employment. It means the main reason for migration is the economic development. 'Marriage' is the most prominent reason for migration among females.

Reasons for Migration	Census 1991			Census 2001			NSS 64 th Round		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Employment	2304	256	2560	6232	673	6905	4796	349	5145
Business	1090	227	1317	167	25	192	469	13	482
Education	509	204	713	441	163	604	546	388	934
Marriage	118	9940	10058	114	14754	14868	257	21019	21276
Others	5517	5296	10813	9809	9337	19146	3471	4880	8351
Total	9538	15923	25461	16763	24952	41715	9539	26649	36188

2. It can be observed from above table that among females, 79 per cent migrated consequent to marriage. For females in rural areas 'marriage' is the single most prominent reason of migration while 'marriage' and 'migration of earning member of family' are the two main reasons for migration among females in urban areas. Among males, the movement for 'in search of employment' is highest in the state and in urban areas. However in rural areas, migration of male population is highest because of 'migration of the earning member of the family'.
3. It may be observed that the percentage of migrants is highest for education level 'primary or middle' for both the rural and urban areas. Also, 74.5 percent migrants have education level below primary or middle, which indicates higher migration of manual worker/labour class.
4. For both rural and urban areas percentage of "not literate" female migrants is much higher than that of "not literate" male migrants. For all the remaining educational levels, the reverse is observed.
5. The percentage of migrants is very less for higher education categories of diploma/certificate and graduate & above as compared to the lower education categories. The rural-urban difference in the migration of 'graduate and above' education level for male is noticeable.



Percentage distribution of migrants by general educational level

Level	Rural			Urban			State		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Not Literate	16.3	49.3	45.0	10.0	24.2	18.2	11.7	40.5	33.0
Literate but below primary	10.4	7.8	8.1	8.1	7.3	7.7	8.7	7.6	7.9
Primary or middle	35.0	31.7	32.2	36.0	34.9	35.4	35.7	32.9	33.6
Secondary and Higher Secondary	28.0	9.8	12.2	27.2	21.3	23.8	27.4	13.8	17.4
Diploma or Certificate	2.2	0.4	0.6	2.8	1.1	1.8	2.7	0.6	1.1
Graduate and above	8.2	1.0	1.9	15.9	11.2	13.2	13.7	4.5	7.0
All	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

6. Agriculture provides maximum (32.4 per cent) employment for the migrants in rural area while non-agriculture industry provides highest employment to migrants (27 per cent) in urban area.
7. The migrants tend to retain the same industry after migration as was pre-migration. It is interesting to note that 16.1 per cent migrants who were employed before migration to urban area are rendered unemployed after migration. This may be due to migration consequent to marriage of females from rural to urban area.
8. Temporary Migration: It is change of place of residence in which migrant leaves the usual place of residence (upr of a person is a place

where the person had stayed continuously for a period of six months or more) for some short duration. The period of stay away from upr is between 30 days to 6 months. Table 10 indicates that in rural areas the proportion of persons who stayed away from village/ town is high for activity status agriculture. As many as 93 percent of rural and 90.5 percent of urban population who stayed away from their village/ town for at least 30 days but less than six months were employed. The percentage of those 'not employed' was little higher in urban area (especially for male) which may be indicative of migration for studies/education. Besides agriculture, 'construction' activity in rural area seems to be generating sizable employment, while in urban areas 'other services' followed by 'construction' is the major activities as far as employment is concerned.

Percentage distribution of temporary migrant persons

Broad activity status	Rural			Urban		
	Male	Female	Person	Male	Female	Person
Employed						
Agriculture	50.9	71.2	57.4	14.7	15.9	15.0
Mining & Quarring	1.9	0.0	1.3	2.7	0.0	2.0
Manufacturing	12.3	7.0	10.7	11.8	4.3	9.9
Construction	17.1	9.9	14.8	17.6	17.0	17.5
Trade & Hotel	5.0	2.1	4.1	11.9	16.8	13.1
Transport	2.1	0.8	1.7	3.0	0.0	2.2
Other Services	2.8	3.2	3.0	26.1	44.7	30.7
All employed	92.2	94.4	92.9	87.7	98.8	90.5
Not Employed	7.8	5.6	7.1	12.3	1.2	9.5
ALL	100.00	100.00	100.00	100.00	100.00	100.00

9. Out Migration: Out migrant is a former member of the household, who left it any time in past and is alive on the date of survey. From Table 13, maximum migration is observed to be in the recent years i.e. less than four years. The proportion decreases with increase in the no. of years for both rural and urban areas.

10. The migration of females in the rural areas within the same districts is more than their urban counterparts, indicating preference of rural households to marry their daughters to families' located near-by. The migration to another district within the same state is more in rural males than their urban counterparts. Outside the state migration is observed to be more for urban areas (14.3 percent) compared to rural (6.2 percent), so also migration to another country is much higher in urban areas (5.0 per cent) than the rural area (0.2 percent).

Girls Education at Elementary Level

Education of girls has been a high priority with the Government of India. Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or 'Education for All' programme recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has therefore been adopted, to make the education system responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilisation.

The targeted provision for girls under Sarva Shiksha Abhiyan include :

- Free textbooks to all girls upto class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centers in/near schools/ convergence with ICDS programme (Integrated Child Development Services) etc.
- Teachers' sensitization programmes to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilisation efforts
- 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

Efforts are being made to generate a community demand for girls' education and enabling conditions for people's and women's participation, to create the push factors necessary to guarantee girls education. Motivation and mobilisation of parents and the community at large, enhancing the role

of women and mothers in school related activities and participation in school committees, and strengthening the linkages between the school, teachers and communities are some of the ways in which the enabling conditions are being created.

Early Childhood Care and Education (ECCE) is a critical and essential input in freeing girls from sibling care responsibilities, leading to their regular attendance in school and in providing school readiness skills to pre-school children. The SSA works in a convergent mode with the Integrated Child Development Services (ICDS) programme to promote pre-school education by providing for training of Anganwadi workers, primary school teachers, and health workers for a convergent understanding of pre-school and ECCE. The SSA, like other programme in the past, provides funds under Innovative head (Rs. 15 Lakh per district) and under the NPEGEL component (for 3000 educationally backward blocks) to support pre-school component of ICDS or an interim pre-school centre where ICDS does not exist but is needed.

In addition, to target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls – the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalised social groups in over 3272 educationally backward blocks in the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

National Programme for Education of Girls for Elementary Level (NPEGEL)

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of model schools in clusters, gender sensitisation of teachers, development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and

gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

Marriages

Girl education is the most important factor associated with child marriages. Education for girl can increase their age at marriage, confidence and their perception of their ability to make decision about marriage and child bearing. Pregnancy and early marriages are leading causes of drop out among adolescent girls.

There is a strong co-relation between child marriage and education. Higher levels of education are associated with lower child marriage rate. The data suggest that in upper grades, enrollment and attendance is lower, particularly for girls, while dropout rate are significantly higher.

National Family Health Survey (NFHS) – NFHS is a large scale, multi round survey conducted in a representative sample of household in 29 states of India. It conducted in the year 1992-92, 1998-99, 2005-06 and socio-economic survey conducted by NSSO (National Sample Survey Office) under the Ministry of Statistics & Programme Implementation, Govt. of India in year 2007-08. This report published in the Dec, 2012.

As per the NFHS 200-06 data, the percentage of women getting married below 18 years continue to be very high. Overall, 47.4% or one in two women were child brides.

Religion-wise Marriage Age – The difference in median age at marriage disaggregated by religion reveals that the median age at marriage across all religion is 17.4 years. The median age at marriage amongst Jain, Sikh and Christian (22.5 years, 20.4 years and 20.3 years respectively) is significantly higher than amongst Hindu or Muslim (17.3 each) communities.

Religion-wise Marriage Age

Religion	Marriage Age
Hindu	17.3
Muslim	17.3
Buddhist	18.3
Christian	20.3
Sikh	20.4
Jain	22.5
Total	17.4

Social Group-wise Marriage Age

Social Group	Marriage Age
SC	16.5
ST	16.7
OBC	16.8
General	18.7
Total	17.4

School Drop Out in educational Grade I-X :- The school drop out across drop out I to X disaggregated by sex and social groups presents a grim reality. Around 46.2% of students drop out before completion grade X. The drop out rate for girls is marginally higher than boys (49.2% and 43.2% respectively). However the drop out rate amongst SC and ST group (47.7% and 72.1% respectively) is significantly higher than the aggregate.

School Drop Out in educational Grade I - X

Group	%
Total	46.2
Female	49.2
Male	43.2
SC	47.7
ST	72.1

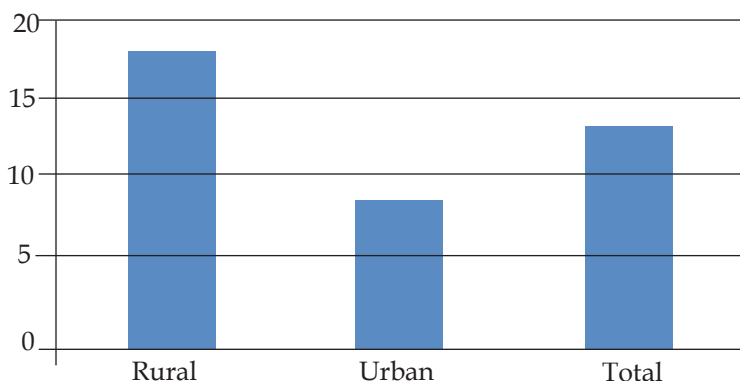
Child Bearing – The percentage women age 15-19 years who have begun child bearing (includes those who have had a live birth as well as women currently pregnant with their first child) varies significantly based on the geographical location. One in six (16%) girls in age group of 15-19 years has begun child bearing. The percentage of teenage mothers varies from 19.1% in rural areas to 8.7% in urban areas. There are at least 2 girls aged 15-19 years in rural areas for every young girl in urban areas who has begun child bearing.

Child bearing in aged 15-19 10 years education before child bearing...

Area	%
Rural	18.2
Urban	9.3
Total	13.8

Education	%
No Education	44.4
5 Years Education Complete	21.4
5-9 Years Education Complete	14.4
>10 Years Education Complete	5.9
Total	13.8

Child bearing in aged 15-19



Marriages in Vimukt jati and Nomadic Tribes – These tribes are very much socially and economically backwards. Due to lack of education, they are continuing their blind faiths, old customs. Early marriages are also continuing in traditional forms. Most of the communities like Pardhi, Joshi, Nathjogi, Vaidu, Bharadi, Sarode, Gosawi samaj and many have maintained Gauna custom in marriages.

Guana - Marriages also usually leads quickly to child bearing, give pressure, largely exerted by mothers-in-law through their son, for a young bride to get pregnant. The relatively large number of girls engaged at or before age of 13 confirms the continuing prevalence of “Gauna” a practice, whereby girls are promised in marriage yet may not live with their husbands until they have reached puberty and marriage ceremony consecrated. Guana is traditional culture of tribal.

Solution – Keeping girls in school reduces marriage rates. The conditional cash transfers for education can reduce marriage rates among out of school girls. Scholarships for girls have been found to have effects on age of marriage.

CWSN (Care With Special Needs)

Provision for children with Special Needs – The key thrust of SSA will be on providing inclusive education for all children with special needs in general schools. SSA provides up to Rs.3000/- per child for the inclusion of disabled children, as per specific proposal, per year. District plan for children with special needs is formulated within the Rs.3000/- per child norm, with Rs. 1000/- ear-marked exclusively for engagement of resource teachers. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision

of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs.

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education. The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programmes like DPEP and various research findings have shown that inclusion is best determined by the individual needs of the child. Most children with special needs can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require an educational programme and intensive specialized support. Every child with special needs should be placed in the neighborhood schools, with needed support services. Children with special needs need to be facilitated to acquire certain skills that will enable them to access elementary education as envisaged in the Act. For instance, they may need mobility training, training in Braille, sign language, postural training, etc. Thus, school preparedness of children with special needs must be ensured by providing 'special training' as envisaged in the RTE Act. This training may be residential, non residential or even home based, as per their specific requirements. The existing non formal and alternate schooling (including home based education) options for children with disabilities can be recast as 'special training'. This means that (a) all children with special needs who are not enrolled in schools or have dropped out, will first be enrolled in a neighbourhood school in an age appropriate grade, (b) they will be entitled to 'special training' through regular teachers or teachers specifically appointed for the purpose.

However, there are a few important issues in IE that are being continued to be stressed upon by Government of India with the States, namely :-

- i) The percentage of CWSN identified being only 1.50 % of the total child population in comparison to Census 2001, wherein 2.1% of the population has been found to have some disability. Hence, States should further streamline identification procedures.

- ii) Monitoring mechanisms to assess both the quantitative and qualitative progress in IE to be constantly improved by States.
- iii) Emphasis on classroom practices and teaching methods adopted by teachers for effective classroom management of CWSN
- iv) 58.01 % schools have been made barrier-free; more schools need to be covered. Quality of ramps in most of the States is an area of concern
- v) To ensure that every child with special needs receives continuing on site academic support. in schools.

Poverty

The Planning Commission has periodically estimated poverty lines and poverty ratios for each of the years for which Large Sample Surveys on Household Consumer Expenditure have been conducted by the National Sample Survey Office (NSSO) of the Ministry of Statistics and Programme Implementation. The NSSO repeated the large scale survey in 2011-12 (NSS 68th round) and the summary results of this survey were released on 20th June 2013.

In December, 2005, Planning Commission constituted an Expert Group under the Chairmanship of Prof. Suresh D. Tendulkar to review the methodology for estimation of poverty. The Tendulkar Committee submitted its report in December 2009. The Rangarajan Committee is deliberating on this issue and is expected to submit its report by middle of 2014.

For 2011-12, for rural areas the national poverty line using the Tendulkar methodology is estimated at Rs. 816 per capita per month and Rs. 1,000 per capita per month in urban areas. Thus, for a family of five, the all India poverty line in terms of consumption expenditure would amount to about Rs. 4,080 per month in rural areas and Rs. 5,000 per month in urban areas.

While for Maharashtra in the year 2011-12, for rural areas the state poverty line is estimated at Rs. 967 per capita per month (per capita Rs.32.23 per day) and Rs. 1,126 per capita per month (per capita Rs.37.53 per day) in urban areas. Thus, for a family of five, the Maharashtra's poverty line in terms of consumption expenditure would amount to about Rs. 4,835 per month in rural areas and Rs. 5,630 per month in urban areas.

The percentage of persons below the Poverty Line in 2011-12 has been estimated as 25.7% in rural areas, 13.7% in urban areas and 21.9% for the country as a whole. The respective ratios for the rural and urban areas were 24.22 % (150 lakh population) and 9.12 % (47.36 lakh population) and 17.35 % (197.92 lakh population) for the Maharashtra as a whole.

Social Exclusion (At National)

Education of Adivasi (Scheduled Tribe) Children :

Children from Scheduled Tribes (ST) communities constitute 8.2% of the children in the country, they come from over 573 notified scheduled tribes and speak 218 languages. In numbers, 170.5 lakh ST children were estimated to be in the age group 6 to 13 years. The expanded provisions of schooling under the SSA have increased their enrolments. However, the high rate of dropout among ST children is alarming. Among all children, ST children have the highest dropout rates, both for boys and girls, whether it is from Classes 1-5, Classes 1-8, or Classes 1-10. About a third of all ST children who enroll in class 1 are found to drop out at grade V. Dropout in Classes 1-10 is 75.21%. SSA identified three critical reasons for the gaps in ST children not enjoying their right to education;

- i) pervasive discrimination against ST communities and exclusion by peers, schools and the system;
- ii) physical isolation in remote regions where physical access to schools becomes difficult;
- iii) and issues of linguistic and cultural differences between non-ST teachers and ST students lead to a sense of alienation of these children

Furthermore, a large cross-section of the tribal population resides in the areas affected by conflict and therefore coincides with the issues of children in civil unrest areas. Another critical concern is that of the functioning of the tribal residential schools- the Tribal Ashrams that often do not meet the minimum norms of quality and indeed, several instances of gross abuse of girls residing in the same have been reported.

De-notified and Nomadic Tribes

Within the Tribal populations, nomadic and De-notified communities and the children are among the most discriminated and deprived communities today and face particular disabilities and deprivations in the realm of education. Many of these communities continue to live nomadic lives and the rest have been 'de-notified' from the label of criminality, but continue to face the same social exclusion. Spread across various administrative schedules as SC, ST, OBC and even general community, they are not covered with adequate policy, administrative or budgetary provisions, and hence development opportunities are extremely limited. Except for the state of Maharashtra that has a specific Directorate to promote their development, other states include them in other categories. Their real numbers are not known, they are not mapped by local authority, community does not approach schools and schools

do not recognize accountability towards these children. The Ministry of Social Justice and Empowerment, Government of India, was constituted a “National Commission for De-notified, Nomadic and semi-Nomadic Tribes” under the chairmanship of Shri Balkrishna Renke in the year 2006 and it’s reports with 76 recommendation submitted to the Govt. of India on dated 31st July, 2008.

The commission’s report of DNT (De-notified and Nomadic Tribes) is yet to be tabled and discussed to explore the development options for these communities and children. The tabling of this report and strategy building is essential.

Several policy measures have been taken to address issues of exclusion including developing residential school complexes, seasonal hostels for migrating families along KGBV norms, orienting teachers/hostel staff/ NGOs on tribal issues and inclusion as well as child rights and child protection issues, ashram shalas to be made RTE compliant, the use of multi-lingual/regional language, and personality development and confidence building for ST children etc. The 12th Plan further seeks to use Tribal Sub Plan (TSP) funds to meet the needs and overcome the constraints faced by ST children and promote better understanding of the ST children in schools.

Education of Dalit (Scheduled Caste) Children:

The pervasive nature of caste mindset and practices and teacher neglect across educational institutions are reported at all levels of schooling. Discrimination against Dalits learners is perpetrated by peer groups, teachers, and dominant communities. Scheduled caste children also migrate in large numbers to urban areas, further facing education disabilities living in jhuggi jhopadis, urban slums and worksites. Specific groups among scheduled caste children whose parents are engaged in cleaning and leather occupations face more severe discrimination. Gender disabilities impact girl children even more severely. Similarly, a study of practice of discrimination against Dalits in Karnataka pointed towards instances of discrimination in midday meals- around 114 families of 825 reported that their children have had to sit separately during lunch and were served in a separate set of plates. Furthermore, school authorities disallowed Dalit children from serving food or entering the kitchen. 72.8% of parents interviewed said their children have never been appointed class monitors, but 33% said their children have been given the task of cleaning classrooms on a “frequent” basis and “during school functions and festivals.” Similarly, the last year continued to see media reports of Dalit villages being ostracized on a range of issues, including over issues like the appointment of Dalit cooks and Anganwadi Workers, and resultant demand for schools in Dalit hamlets to avoid the consequences

of social boycott. Untouchability is also reported to be practiced against Dalit teachers both within schools and in terms of issues like ensuring housing for the place of residence.

In addition, convergence with the social welfare department and better use of the Scheduled Caste Sub Plan to address the specific needs of SC children are essential.

Education of Muslim Children:

Proportion of Muslim children in elementary schools is lower than their share in the population, unlike SC and ST children who are currently more than their population proportions. The share of Muslim boys' enrolment is less at the upper primary level than the primary level, dropping out due to their poor socio-economic and occupational patterns. However, there is also improvement. Between 2007-08 and 2010-11, Muslim enrolment in classes I to V (primary) shot up by 25% and for classes VI to VIII (upper 32

Primary) by 50% across the country. For classes I to VIII as a whole, this marked a rise of 31%. In the same period, total enrolment in class I to V inched up by just 1% and for class VI to VIII by 12%. For class 1 to VIII, this marked a rise of 4%. Girls' enrolment has increased even faster than boys in the Muslim community. For primary sections, Muslim girls' enrolment increased by 26% compared to just 1% increase in all girls' enrolment. For upper primary sections, Muslim girls' enrolment increased 54% while for all girls it rose 15%. For Classes I to VIII, the enrolment was up 33% for Muslim girls against an overall average of 56%. As of 30.9.2012, 544 KGBVs have been sanctioned in 71 Muslim concentration districts.

However, some of the barriers experienced by Muslim children in accessing education include discrimination, stereotyping, unfriendly attitudes of peer groups and teachers and exclusion on the basis of religious identity, cultural domination based on their faith and cultural practices. The lack of adequate Urdu teachers leads Muslim children being herded into limited schools (with limited opportunities for upwards progression due to an even greater paucity of secondary schools), and unable to access other schools near their habitations. Girls are further disadvantaged owing to community hesitation to send them far, lack of transport facilities, lacks of adequate infrastructure facilities, protection and security reasons. The poor socio-economic conditions of the community also oblige many children to seek work and technical skills to contribute to the family income. Madarsas and Maktabas located in their habitation have traditionally provided the mandated religious education to Muslim children. The 'Scheme for Providing Quality Education in Madarsas (SPQEM)' seeks to include Science, Mathematics and Environment Sciences etc in the Madarsa education. However this support is limited,

is compounded by administrative delays and hurdles and is not accessed by many Madarsas. More critically, as of December 2012, a total of 20512 Primary Schools and 9918 Upper Primary Schools have been constructed in Minority Concentration Districts under the Sarva Shiksha Abhiyan (SSA). Furthermore, proactive efforts to open KGBVs in minority areas are being done in furtherance of the recommendations of the Sachar Committee Report.

Making Urdu optional second language with adequate teacher trainings etc will facilitate spread of Muslim children across schools. This is particularly important given their current ghettoising into limited schools, denying their interface with children from other communities. Other measures that can promote education among Muslim children are recruitment of more Muslim teachers, making the unit for planning and monitoring the block for better targeting, provide larger number of schools in urban and densely populated areas, enhance their access to early childhood education. Promoting Muslim girls' education needs special attention through focused tracking, providing transport facilities and residential schools as KGBV more accessible to them.



ENROLLMENT IN SCHOOL

At the All India level, private school enrollment has been rising steadily since 2006. The percentage of 6 to 14 year olds' enrollment in private school rose from 18.7% in 2006 to 25.6% in 2011. In 2012, the enrollment has further increased to 28.3%.

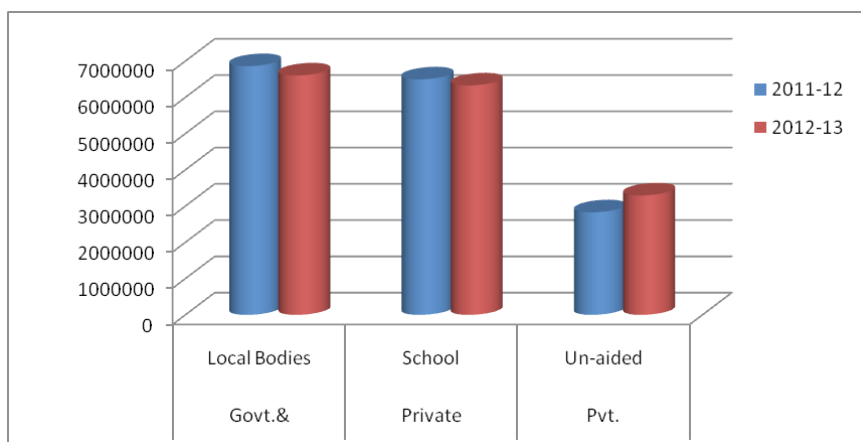
In Maharashtra, only 40% children were enrolled in Government schools and schools run by local bodies while 39% children enrolled in private aided schools and 20.29% children in private unaided and unrecognized schools for the year 2012-13.

School Enrollment in Govt. and Private Schools

Year	Class	Govt. & Local Bodies	Pvt. Aided	Pvt. unaided	Un-recognized	Total
2011-12	Std 1-5	5,472,751	2,848,305	2,016,133		10,337,189
	Std 6-8	1,388,009	3,647,730	812,963		5,848,702
	Std 1-8	6,860,760	6,496,035	2,829,096		16,185,891
2012-13	Std 1-5	5,203,405	2,720,287	2,314,576	46,091	10,284,359
	Std 6-8	1,400,614	3,608,827	925,353	7,390	5,942,184
	Std 1-8	6,604,019	6,329,114	3,239,929	53,481	16,226,543
2011-12	% Std 1-5	52.94	27.55	19.50		
	% Std 6-8	23.73	62.36	13.89		
	% Std 1-8	42.38	40.13	17.47		
2012-13	% Std 1-5	50.59	26.45	22.95		
	% Std 6-8	23.57	60.73	15.69		
	% Std 1-8	40.69	39.00	20.29		

Source - ASER 2013 report

School Enrollment Rate in Private School



* Source-ASER 2013 report

Educational Quality

Reading Level

Reading level continues to be a cause for serious concern. More than half of all the children in Std. V are at least three grade levels behind from where they should be.

In 2010 nationally, 46.3% of all children in Std. V could not read a Std. II level text. This proportion increased to 51.8% in 2011 and further to 53.2% in 2012. For Std. V children enrolled in government school, the percentage of children unable to read Std. II level text has increased from 49.3% (2010) to 56.2% (2011) to 58.3% (2012).

In Maharashtra, children enrolled in Std. V in government school unable to read Std. II text, has increased from 37.9% (2011) to 41.8% (2012) to 44.7% (2013).

Arithmetic Calculation

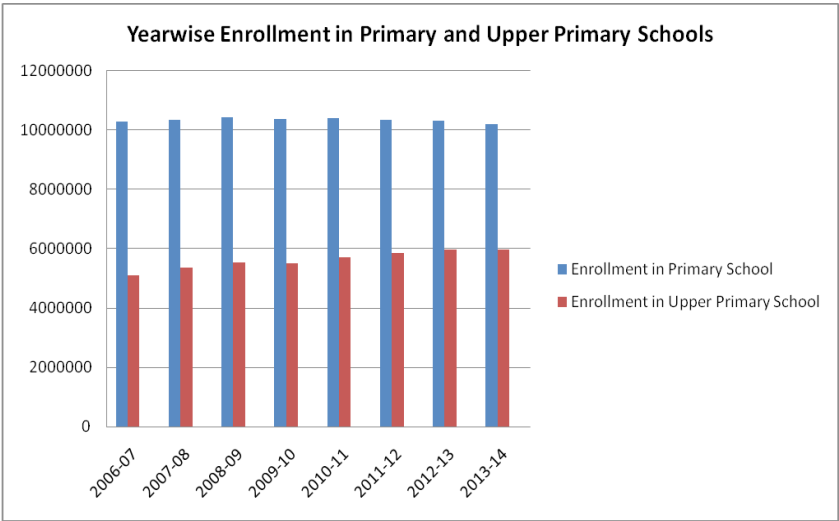
In 2010 nationally, of all the children in Std. V, 29.1% could not solve simple two digit subtraction problems with borrowing. This proportion increased to 39% in 2011 and further to 46.5% in 2012. The proportion of all children in Std V who could not do division problems increased from 63.8% in 2010 to 72.4% in 2011 to 75.2% in 2012.

In Maharashtra, 64.6% of Std V children enrolled in government school could not solve simple two digit problems with borrowing in 2011. This

proportion has increased to 77.5% in 2012 and further to 82.9% in 2013. The proportion for children enrolled in government schools in Std V who could not do division problems increased from 68.6% in 2011 to 79.8% in 2012 to 83.7 in 2013.

Year-wise enrollment of Primary and Upper Primary school in the year 2006-07 to 2013-14

Year	Enrollment in 1-5	Enrollment in 6-8
2006-07	10,256,688	5,099,845
2007-08	10,321,392	5,336,705
2008-09	10,401,607	5,516,597
2009-10	10,356,617	5,497,441
2010-11	10,382,522	5,696,178
2011-12	10,337,189	5,848,702
2012-13	10,283,241	5,943,148
2013-14	10,188,809	5,969,982



Year-wise Population and Enrollment in the year 2006-07 to 2013-14

Population of 6-14 Aged (As per the Census 2011)											
Year	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	Age 6-13	
2004-05	2,102,229	2,072,737	2,079,520	2,118,780	2,088,367	1,987,095	2,377,052	2,055,973	2,592,525	17,372,049	
2005-06	2,163,710	2,102,229	2,072,737	2,079,520	2,118,780	2,088,367	1,987,095	2,377,052	2,055,973	16,881,753	
2006-07	2,317,339	2,163,710	2,101,229	2,072,737	2,079,520	2,118,780	2,088,367	1,987,095	2,377,052	16,988,490	
2007-08	1,958,772	2,317,339	2,163,710	2,101,229	2,072,737	2,079,520	2,118,780	2,088,367	1,987,095	16,928,777	
2008-09	1,935,680	1,958,772	2,317,339	2,163,710	2,101,229	2,072,737	2,079,520	2,118,780	2,088,367	16,900,454	
2009-10	1,961,711	1,935,680	1,958,772	2,317,339	2,163,710	2,101,229	2,072,737	2,079,520	2,118,780	16,747,767	
2010-11	1,954,109	1,961,711	1,935,680	1,958,772	2,317,339	2,163,710	2,101,229	2,072,737	2,079,520	16,590,698	
2011-12	2,010,382	1,954,109	1,961,711	1,935,680	1,958,772	2,317,339	2,163,710	2,101,229	2,072,737	16,465,287	
2012-13	1,878,368	2,010,382	1,954,109	1,961,711	1,935,680	1,958,772	2,317,339	2,163,710	2,101,229	16,402,932	
2013-14	1,895,221	1,878,360	2,010,382	1,954,109	1,961,711	1,935,680	1,958,772	2,317,339	2,163,710	16,180,063	

Enrollment in Schools of Maharashtra									
Year	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Total 1-8
2005-06	2,188,702	1,970,190	1,959,140	1,898,079	1,910,813	1,830,457	1,741,885	1,459,421	14,958,687
2006-07	2,261,986	2,097,699	2,007,582	1,965,936	1,923,485	1,824,519	1,744,733	1,530,593	15,356,533
2007-08	2,247,331	2,113,045	2,060,685	1,942,602	1,957,729	1,884,566	1,792,705	1,659,434	15,658,097
2008-09	2,234,944	2,104,532	2,091,861	2,012,033	1,958,237	1,923,731	1,863,226	1,729,640	15,918,204
2009-10	2,192,686	2,086,789	2,057,827	2,029,468	1,989,847	1,888,824	1,860,595	1,748,022	15,854,058
2010-11	2,092,824	2,132,955	2,079,204	2,051,685	2,025,854	1,993,163	1,897,634	1,805,381	16,078,700
2011-12	2,034,050	2,069,891	2,122,178	2,073,187	2,037,883	2,028,280	1,995,521	1,824,901	16,185,891
2012-13	2,035,535	2,027,362	2,063,480	2,111,759	2,045,105	2,022,923	2,012,975	1,906,150	16,225,289
2013-14	2,034,182	2,013,473	2,016,058	2,053,712	2,071,384	2,027,838	2,008,560	1,933,584	16,158,791

Year-wise, Class-wise Girls' Enrollment in the year 2006-07 to 2013-14

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
I	1,064,581	1,054,576	1,052,893	1,035,776	991,318	959,139		954,260
II	995,227	997,403	990,055	985,389	1,009,601	979,473		948,680
III	946,866	976,188	985,279	965,576	980,076	1,002,478		949,015
IV	935,595	916,985	955,164	955,989	961,089	975,039		968,888
V	909,093	919,415	915,647	934,181	950,499	949,582		973,127
Tot 1-5	4,851,362	4,864,567	4,899,038	4,876,911	4,892,583	4,865,711	4,838,840	4,793,970
VI	863,586	885,999	906,952	885,954	934,865	948,878		946,661
VII	825,117	844,692	879,106	878,287	887,361	933,412		930,905
VIII	711,015	767,236	806,760	811,670	843,210	843,986		892,763
Tot 6-8	2,399,718	2,497,927	2,592,818	2,575,911	2,665,436	2,726,276	2,760,460	2,770,329
Tot 1-8	7,251,080	7,362,494	7,491,856	7,452,822	7,558,019	7,591,987	7,599,300	7,564,299

Age-wise Enrollment																
Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total			
I	12.8	55.5	29.1					2.7				100				
II	4.9		38.9	50.7					5.5				100			
III	5.2			32.4		56.4					6.1			100		
IV	4.1			30.1		59.4					6.5			100		
V	3.1			30.6		55.9	8.3					2.1			100	
VI	3.8			23.8			64	6.7			1.7			100		
VII	4.6			32.1				52.5	9	1.8		100				
VIII	1.8			8.1				34.3	48.7	5.5	1.5		100			

*ASER 2013 Report



Year-wise and Class-wise OoS Children (OoS=Not enrolled + dropped Out)									
	OoS Std 1 = (Popn of 6 yrs -enrld in std 1)	OoS Std 2=(Popn of 7 yrs -enrld in std 2)	OoS Std 3=(Popn of 8 yrs -enrld in std 3)	OoS Std 4= (Popn of 9 yrs -enrld in std 4)	OoS Std 5= (Popn of 10 yrs -enrld in std 5)	OoS Std 6= (Popn of 11 yrs -enrld in std 6)	OoS Std 7= (Popn of 12 yrs -enrld in std 7)	OoS Std 8= (Popn of 13 yrs -enrld in std 8)	Total OoS from Std 1 to 8
2006-07	-98,276	3,530	65,155	113,584	195,295	263,848	242,362	846,459	1,631,957
2007-08	70,008	50,665	40,544	130,135	121,791	234,214	295,662	327,661	1,270,680
2008-09	-276,172	212,807	71,849	89,196	114,500	155,789	255,554	358,727	982,250
2009-10	-257,006	-128017	259,512	134,242	111,382	183,913	218,925	370,758	893,709
2010-11	-131,113	-197275	-120432	265,654	137,856	108,066	175,103	274,139	511,998
2011-12	-79,941	-108180	-186498	-114415	279,456	135,430	105,708	247,836	279,396
2012-13	-25,153	-73253	-101769	-176079	-86333	294,416	150,735	195,079	177,643
2013-14	-155,822	-3091	-61949	-92001	-135704	-69066	308,779	230,126	21,272
							Total OoS Children		5,768,905
* OoS-std 1 = (popn of 6 yrs - enrld in std 1)									
* Oos of std 1 = (Population of 6 years old - Enrollment of children in std 1)									
* The figures in clumn 1 are negative because more than 12% children of 5 years admitted in std 1									
* The negative figures found after RTE implemented from 2009 in successive years due to admission of OoS									

Since year 2009-10, enrollments are higher than the population of 7 years old and it found trend in successive years because tracing of out of school children and inclusion of them in the school become strictly to the local govt. and primary teachers. But you will find in the year 2006-07, the total OoS children are more than 16.31 lakhs and now these children are out of coverage of RTE ACT because they become more than 14 years old in the year 2014-15. As well as, more than 57.68 lakhs total OoS children are out coverage of RTE and they are forcefully pulled for being a illiterate population, wage labors, contract labor, bonded labor, agriculture labor or unemployed etc.

OUT OF SCHOOL CHILDREN IN DENOTIFIED AND NOMADIC TRIBES

Population Aged 6-13 years as per census of 2011

Age	Gender	2010-11	2011-12	2012-13	2013-14
Age 6-10	Male	5,451,392	5,339,558	5,178,177	5,127,544
	Female	4,885,820	4,788,053	4,642,477	4,610,698
	Persons	10,337,212	10,127,611	9,820,654	9,738,242
Age 11-13	Male	3,293,284	3,339,709	3,480,488	3,404,505
	Female	2,960,202	2,997,967	3,101,790	3,035,316
	Persons	6,253,486	6,337,676	6,582,278	6,439,821
Age 6-13	Male	8,744,676	8,679,267	8,658,665	8,532,049
	Female	7,846,022	7,786,020	7,744,267	7,646,014
	Persons	16,590,698	16,465,287	16,402,932	16,178,063

Enrollment in School in the year 2010-11 to 2013-14

Class	Gender	2010-11	2011-12	2012-13	2013-14
Class 1-5	Boys	5,489,939	5,471,478	5,445,519	5,394,839
	Girls	4,892,583	4,865,711	4,836,840	4,793,970
	Total	10,382,522	10,337,189	10,284,359	10,188,809
Class 6-8	Boys	3,030,742	3,122,426	3,181,724	3,199,903
	Girls	2,665,436	2,726,276	2,760,460	2,770,079
	Total	5,696,178	5,848,702	5,943,184	5,969,982
Class 1-8	Boys	8,520,681	8,593,904	8,627,243	8,594,742
	Girls	7,558,019	7,591,987	7,599,300	7,564,049
	Total	16,078,700	16,185,891	16,226,543	16,158,791

Out of School Children in the year 2006-07 to 2013-14

Out of School children in Maharashtra Between 2006-07 to 2013-14										
Year	Dropped in Std.1	Dropped in Std.2	Dropped in Std.3	Dropped in Std.4	Dropped in Std.5	Dropped in Std.6	Dropped in Std.7	Dropped in Std.8	Total OoS 1-8	
2006-07	91003	-37392	-6796	-25406	86294	85724	211292	NA	404,719	
2007-08	148941	37014	64980	8207	38919	31814	85299	NA	415,174	
2008-09	142799	21184	48652	-15635	33998	21340	63065	NA	315,403	
2009-10	148155	46705	62393	22186	69413	63136	115204	NA	527,192	
2010-11	59731	7585	6142	3614	-3316	-8810	55214	NA	120,160	
2011-12	22933	10777	6017	13802	-2426	-2358	72733	NA	121,478	
2012-13	6688	6411	10419	28082	14960	15305	89371	NA	171,236	
2013-14	22062	11304	9768	40375	17267	14363	79391	NA	194,530	
Total Out of School Children										2,269,892

(-) Negative values in not enrolled column, it shows more enrollment in class I than population of aged 6-14 years.

(+) Positive values in not enrolled column, it shows less enrollment in class I than population of aged 6-14 years.

Above table shows that even after the implementation of Sarva Siksha Abhiyan in the year 2001, 22.69 lakh children were out of school within the span of 8 years from 2006-07 to 2013-14 and 6.07 lakh children were out of school within the span of 4 years from 2010-11 to 2013-14 even after the implementation of RTE Act 2009. A total 22.69 lakh children were out of School which is a big concern for the government for the execution of RTE Act. 4.04 lakh out of School children who were born in the year 2001, who are now 14 years old in the year 2014, they are out of coverage of the RTE Act 2009. 22.69 lakh OoS (Out of School) children is a big illiterate population which is not been taken care by the executive authority of the Act and they have been left to be as labourers , marginal labourers, casual labourers, agriculture labourers for a long time without any hope of development in their life. In this way, major population of out of School will be out of coverage of RTE i.e. 4.04 lakh children in the year 2014 and gradually it will increase in the coming years.

Never Enrolled Children

There is a major population of children in the NT/DNT communities who have never been enrolled in any school within the period of 2006-07 to 2013-14. These children never entered any school. This is a big concern for the society. They are born to be a illiterate and become casual labourer. Since their childhood they are engaged in the domestic work or in supporting their family by earning income or helping their parents at work. Another big issue is that 22.69 lakh OoS children, year by year will be out of coverage of RTE Act 2009. The proposed budgetary provision for the inclusion of migrant or nomadic children who are out of school (Drop Out + Never Enrolled children) is not satisfactory. The provision for the inclusion of majority of the children in schools is totally neglected by the government agencies. It has to solve the problem of nomadic culture or migration which is done completely for the search of livelihood. They should get sufficient employment at the local level, and thus they would not migrate to places or leave their native place. This way, the children will stay at their native place and complete schooling.

Provision for Inclusion of Out of School Children in the elementary education

- a) **Special Training (Rs.2815.03 lakh) for out of school children-** Special training programs are conducted for teachers who convince the parents of the migrant and nomadic children for residential or non-residential school programme. These migrant and nomadic children are getting elementary education at their work place and temporary school structure are built, study materials are prepared, their parents are encouraged to send their wards to schools, develop interest in sending children for schooling, develop temperament to complete residential or non-residential bridge course within stipulated time of 6 months or 9 months.

Age in Years	Uncovered Children From 2012-13			New Identified OoS from 2013-14			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
6-10	12,915	13,073	25,988	18,135	13,133	31,268	57,256
11-13	29,603	35,055	64,658	31,685	23,903	55,588	120,246
Total	42,518	48,128	90,646	49,820	37,036	86,856	177,502

OoS – Out of School Children

- b) An Outlay of Rs. 2815.03 lakh for special Training for out of school children was approved in the Project Approval Board (PAB) meeting held on 18th Feb,2013 as given in details below, on the condition that all children are enrolled in schools.
- c) An outlay of Rs.8.05 lakh for monitoring of special training for age appropriate enrolled student is approved but there is no provision for tracking of out of school children which is a major issue for society and rights of free and compulsory education to children.

	Intervention	No. of Children	Unit Cost	Financial Approvals
1.	Non-residential			
	6 months	1,165	0.01000	11.65
	3 months	73,310	0.00500	366.55
2.	Seasonal Hostel for 6 months	46,152	0.05280	2436.83
	Total	120,627	2815.03 (Rupees in lakh)	

Above table shows that only 1lakh 20thousand out of school children have the provision for schooling in one year. Whereas there are 22.69 lakh Out of School children within a span of 8 years even after the execution of Sarva Siksha Abhiyan and RTE Act 2009. The provision for inclusion of 1.20 lakh OoS Children for 1 year means that for the inclusion of 22.69 lakh OoS children, approximately 18 years period is required. The same will be out of coverage from the RTE Act in the coming days. It is big question that how will these children be covered under the RTE Act and get education and schooling.

Gender Gap of more than 5% in Enrollment for 2011-12

District	Sex Ratio Age 0-6	Boys Class 1-5	Girls Class 1-5	Gender Gap %	Boys Class 6-8	Girls Class 6-8	Gender Gap %
Ahmednagar	839	233,475	194,275	9.16	135,923	111,964	9.67
Aurangabad	848	198,646	177,468	5.63	103,379	89,154	7.39
Bid	801	154,444	134,659	6.84	76,917	66,938	6.94
Buldhana	842	136,626	117,387	7.57	81,189	71,282	6.50
Dhule	876	114,731	99,316	7.20	61,064	49,976	9.99
Jalgaon	829	233,713	195,288	8.96	128,640	104,965	10.13
Kolhapur	845	172,992	144,115	9.11	108,904	87,925	10.66
Latur	872	144,887	128,938	5.82	80,376	67,109	9.00
Mumbai	902	473,941	433,346	4.47	302,149	262,454	7.03
Nandurbar	932	91,061	82,200	5.11	40,194	35,598	6.06
Nashik	882	319,315	283,448	5.95	175,764	153,158	6.87
Parbhani	866	110,268	99,648	5.06	54,093	47,466	6.53
Pune	873	418,074	364,589	6.83	243,533	207,529	7.89
Sangali	862	129,735	110,502	8.01	80,832	67,292	9.14
Satara	881	129,137	112,396	6.93	80,879	67,833	8.77
Solapur	872	228,436	203,346	5.81	128,877	112,264	6.89
Thane	918	552,924	491,207	5.91	291,703	253,692	6.97

Above table shows that girls' enrollment is less than 5% in comparison with boys' enrollment in 14 districts and it is found that most of these districts have a low sex ratio between the children aged 0 to 6. This would be more than 5% of gender gap as per provisions of RTE Act 2009, and this is violation of RTE Act. But dropout rate in girls' enrollment in upper primary school is higher than the dropout rate in lower primary school. This is another issue of social exclusion affecting the promotion

of education amongst girls. Different parameters of social causes are affected on the same issue. This will create a social imbalance in future.

Enrollment in the Schools of Maharashtra Between 2012-13 to 2013-14

Year	Class	Gen	SC	ST	OBC	Total	Muslim	VJ	NT	SBC
2012-13	Std 1-5	4149127	1396937	1293321	3444974	10284359	1406350	402809	810250	125888
	Std 6-8	2415170	847323	605509	2074182	5942184	722085	199289	471753	89426
	Std 9-10	1425521	482337	281149	1231791	3420798	355120	93690	259022	57551
	Std 11-12	994448	280170	145062	784822	2204502	153355	52914	144792	41683
	Std 1-8	6564297	2244260	1898830	5519156	16226543	2128435	602098	1282003	215314
	Std 1-12	8984266	3006767	2325041	7535769	21851843	2636910	748702	1685817	314548
	% Std 1-5	40.34	13.58	12.58	33.50		12.15	3.35	7.94	1.50
	% Std 6-8	40.64	14.26	10.19	34.91		10.38	2.74	7.57	1.68
	% Std 9-10	41.67	14.10	8.22	36.01		6.96	2.40	6.57	1.89
	% Std 11-12	45.11	12.71	6.58	35.60		13.12	3.71	7.90	1.33
	% Std 1-8	40.45	13.83	11.70	34.01		13.12	3.71	7.90	1.33
	% Std 1-12	41.11	13.76	10.64	34.49		12.07	3.43	7.71	1.44
2013-14	Class 1-5	4145673	1359224	1265274	3418638	10188809	1389391	388485	736589	138487
	Class 6-8	2411056	845330	631490	2082106	5969982	740846	206027	435631	97291
	Class 9-10	1460747	498400	299813	1271891	3530851	375311	99364	243517	62507
	Class 11-12	1051393	309985	155907	864063	2380348	177658	57875	144573	40993
	Class 1-8	6556729	2204554	1896764	5500744	16158791	2130237	594512	1172220	235778
	Class 1-12	9068869	3012939	2352484	7636698	22069990	2683206	751751	1560310	339278

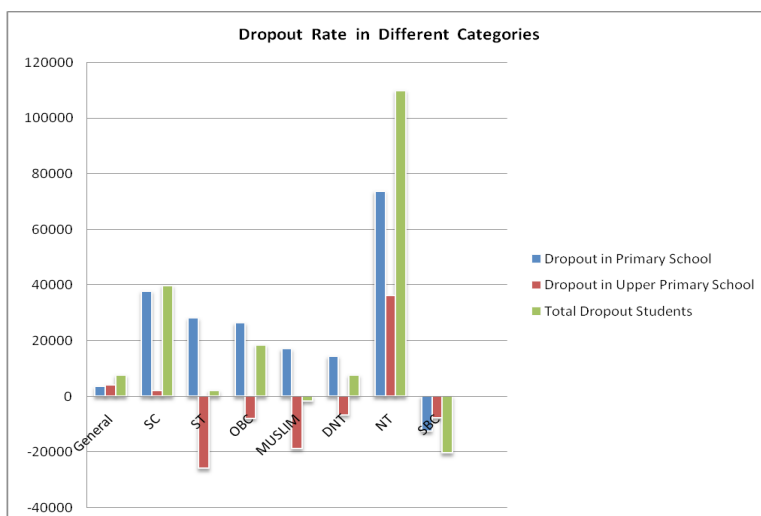
	% Std 1-5	40.69	13.34	12.42	33.55		13.64	3.81	7.23	1.36
	% Std 6-8	40.39	14.16	10.58	34.88		12.41	3.45	7.30	1.63
	% Std 9-10	41.37	14.12	0.00	36.02		13.18	3.68	7.25	1.46
	% Std 11-12	41.37	14.12	8.49	36.02		10.63	2.81	6.90	1.77
	% Std 1-8	44.17	13.02	6.55	36.30		7.46	2.43	6.07	1.72
	% Std 1-12	41.09	13.65	10.66	34.60		12.16	3.41	7.07	1.54
Difference	Class	Gen	SC	ST	OBC	Total	Muslim	VJ	NT	SBC
Between	Std 1-5	3454	37713	28047	26336	95550	16959	14324	73661	-12599
2012-13 &	Std 6-8	4114	1993	-25981	-7924	-27798	-18761	-6738	36122	-7865
2013-14	Std 9-10	-35226	-16063	-18664	-40100	-110053	-20191	-5674	15505	-4956
	Std 11-12	-56945	-29815	-10845	-79241	-175846	-24303	-4961	219	690
	Std 1-8	7568	39706	2066	18412	67752	-1802	7586	109783	-20464
	Std 1-12	-84603	-6172	-27443	-100929	-218147	-46296	-3049	125507	-24730
% Difference	% Std 1-5	0.08	2.70	2.17	0.76	0.93	1.21	3.56	9.09	-10.01
	% Std 6-8	0.17	0.24	-4.29	-0.38	-0.47	-2.60	-3.38	7.66	-8.79
	% Std 9-10	-2.47	-3.33	-6.64	-3.26	-3.22	-5.69	-6.06	5.99	-8.61
	% Std 11-12	-5.73	-10.64	-7.48	-10.10	-7.98	-15.85	-9.38	0.15	1.66
	% Std 1-8	0.12	1.77	0.11	0.33	0.42	-0.08	1.26	8.56	-9.50
	% Std 1-12	-0.94	-0.21	-1.18	-1.34	-1.00	-1.76	-0.41	7.44	-7.86

• Source - DISE 2012-13 and 2013-14 data • Difference of enrollment between year 2012-13 and 2013-14, (-) negative values shows increased enrollment and (+) positive values shows drop out student. • Increased enrollment (negative values) means admissions added from the Drop Out and Never Enrolled children(i.e. Out Of School) • It's first time for collecting DISE 2012-13 data of VJ,NT, SBC, BPL, CSWN social group.

Drop Out Rate of NT/DNT Group is higher than other backward communities

Social Group	Drop Out Stud. in Std1-5	Drop Out Student in Std. 6-8	Total Drop out Student
General	3,454	4,114	7,568
SC	37,713	1,993	39,706
ST	28,047	-25,981	2,066
OBC	26,336	-7,924	18,412
Muslim	16,959	-18,761	-1,802
VJ	14,324	-6,738	7,586
NT	73,661	36,122	1,09,783
SBC	-12,599	-7,865	-20,464

The above table shows that 1,17,369 students of the NT/DNT group have dropped out in the year 2013-14 as compared to 2012-13 and its dropout rate is higher than the other backward groups like SC, ST etc. There is no detailed socio-economic survey or Human Development Index for NT/DNT social group conducted by the Govt. of Maharashtra since 1950. Even the educational data related to the educational status of NT/DNT group is yet not published by the Government. So there is a big question about educational status of NT/DNT students. Dropout rate for the NT group is 9.09% in the primary school and 7.66% in the upper primary in the year 2013-14. The dropout rate is 5.99% from classes 9 to 10 for the NT Group in the year 2013-14.



Most of Students of NT/DNT not reaching up to 12th class education due to High Drop Rate

High Drop Out Rate of NT/DNT Students in Higher Classes (NT/DNT's 14 Most Populous Districts)									
Nomadic Tribe					Vimukt Jati				
District	Class 1-5	Class 6-8	Class 9-10	Class 11-12	Class 1-5	Class 6-8	Class 9-10	Class 11-12	
Buldhana	23,181	15,127	7,991	4,154	17,402	9,376	4,327	2,103	
Washim	12,117	7,787	4,070	1,841	13,942	8,035	3,576	1,926	
Yeotmal	22,807	14,025	7,064	3,614	45,854	25,497	11,531	5,899	
Nanded	35,677	19,457	9,541	4,128	32,005	12,199	5,040	2,987	
Hingoli	13,572	7,081	3,005	1,085	8,315	3,496	1,442	450	
Parbhani	26,371	15,185	7,891	4,188	15,167	6,438	2,727	1,353	
Jalna	20,910	10,591	4,564	1,953	20,444	8,375	3,579	1,331	
Ahmednagar	56,172	33,723	19,537	12,566	13,642	6,142	2,894	1,769	
Bid	52,873	27,510	14,995	10,562	18,969	7,824	3,760	2,550	
Latur	27,304	14,865	8,039	3,898	17,295	9,182	4,540	3,334	
Osmanabad	16,033	8,401	4,034	2,154	11,294	5,677	2,953	1,453	
Solapur	59,161	34,775	18,403	10,999	24,089	12,010	5,974	3,720	
Satara	26,102	15,753	9,007	6,255	13,428	7,341	3,798	2,119	
Sangali	35,031	21,125	11,371	5,936	11,488	6,149	2,675	1,798	
Total	427,311	245,405	129,512	73,333	263,334	127,741	58,816	32,792	

LIST OF OUT SCHOOL CHILDREN OF NT/DNT

Sangharsh Wahini, is a non-governmental social organization working in the field of education, livelihood, employment, women empowerment, housing and socio-economic problems of the Denotified and Nomadic tribes. The social issues of NT/DNT (denotified and nomadic tribes) raises through organizing the awareness programmes, workshops, seminars, meetings, demonstrations, agitations, protests, rallies etc. at various fronts. The organization is working on other issue like providing legal advice and legal fights for the rights of NT/DNT people. There is lack of statistical information about NT/DNT population, socio-economic status, educational development, representation in the governance, poverty, housing, livelihood, and social-cultural development of NT/DNT. There are many issues and demands raised by the Sangharsh Wahini to the governmental agencies, but governmental authorities deny the implementation of the new schemes due to unavailability of proper information on socio-economic or population data for designing the schemes.



Therefore, Sangharsh Wahini decided to collect information through surveys and interaction, interviews, meetings with community people, social workers, political leaders and educationalist, etc. Hence it organized two awareness rallies, one for Vidarbha region and another for the rest of Maharashtra.

Sangharsh Wahini organized the awareness rally in Vidarbha and Western Maharashtra, Marathwada, Konkan region covering 29 districts so as to find out status of NT/DNT people in the state. In the 1st phase, rally covered 11 districts of Vidarbha region between 14th November 2013 to 24th November 2013 and in the 2nd phase it covered 18 districts of the remaining Maharashtra between 16th Feb, 2014 to 3rd March, 2014. Sangharsh Wahini has travelled for about 5000 km, along with a team of activists across Maharashtra bringing about awareness and sensitization. For conducting rally, SW (Sangharsh Wahini) also has published a number of pamphlets, posters and information handbills which have become very important information material for all the activists across the State. During the said rally approximately 80 hamlets of NT/DNTs were visited and the necessary information was collected. SW held over and above 150 public meetings at various places, including those in the rally and daily 3 to 5 tandas/ vastis of the NT/DNT communities were surveyed, life captured in the camera. Along with the surveys, the conversations between community people suffering from livelihood, understood problems of the daily life too were captured.

SW has managed to bring sensitization amongst NT/DNT activists on real issues, such as right to education, right to food, right to health, housing, basic identification documents, constitutional safeguards etc. information pertaining to existing scheme was circulated across the state and during various public meetings, problems which are being faced by the people in accessing these schemes were also identified. SW visited most of the vastis, tandas, bedas of nomadic people during the rally and it found that most of the vastis conditions are miserable in terms of road, housing, living standards, water, electricity, health etc. There were routine visits, social and family surveys of the NT/DNT communities and it continued visiting the Tanda/ Vasti/Pardhi Bedas/Pal Poda's where the NT/DNT communities having shelter in open spaces in the vicinity of cities/ village. It found that 90% children of the tandas/pal podas have not enrolled in schools even after the educational facilities provided by the Govt. of Maharashtra since year 1961. The children were engaged in taking care of their siblings, in domestic work, earning money for food to support their parents or begging on the streets and there were no fixed places to stay a for long period of time. Hunger is the main reason for the nomadic culture. NT/DNT communities live in the pal podas made by

polythene bag sheds or temporary huts made by grass with support of wooden sticks. The living conditions are very miserable no basic facilities are available to them like water, road, sanitation, open bathing, open space latrines etc. The livelihood is the biggest struggle for them every day. The situation of these homeless, landless, education-less people are left to survive on the streets since 65 years after Independence and no Govt. Agencies are looking forward to them even after knowing the realities. During the visits, it observed as follows-

**Vasti Visits during Awareness Rally in Vidarbha Region
from 14th Nov. to 24th Nov. 2013**

District	Vasti Address	Name of Community	Visit Date
Nagpur	At-Post-Khat, Tah-Khat, Dist-Nagpur	Nathjogi & Vaidu Samaj	14.11.2003
	Gosawi Toli, At-Waranga, Tah-Hingana	Gosawi Samaj	07.09.2013
	At-Post-Wanadongari, Tah- Hingana	Sarode Samaj	15.08.2013
	At-Satrapur, Post-Bokhara, Tah-Hingana	Vadar & Ahir	03.08.2013
Bhandara	At-Girola, Post-Ambadi, Tah-Dist-Bhandara	Vadar	15.11.2013
	At-Kodamedi, Tah-Lakhan- dur, Dist-Bhandara	Nathjogi	16.11.2013
Gadchiroli	Samatanagar, At-Tah-Dist- Gadchiroli	Kaikadi Samaj	17.11.2013
Yeotmal	At-Post-Tah-Ghatanji, Dist- Yeotmal	Vadar Samaj	18.11.2013
	At-Karanwadi, Post- Rajur- wadi, Tah-Pandharkawada, Dist-Yeotmal	Nathjogi Samaj	18.11.2013
	At-Wathoda (pardhi Beda),Tah-Arni, Dist-Yeotmal	Fasepardhi Samaj	18.11.2013
	At-Nathnagar, Tah-Arni, Dist-Yeotmal	Nathjogi Samaj	18.11.2013
Buldhana	At-Tah-Mehkar, Dist-Buldhana	Mendgi Joshi, Ghisadi, Dhanger Samaj	20.11.2013

	At-Post-Mohidepur, Tah-Jalgaon Jamod, Dist-Buldhana	Nathjogi Samaj	25.08.2013
Wardha	At-Agargaon, Tah-Pulgaon, Dist-Wardha	Pardhi Samaj	22.11.2013
	At-Nipani Waygaon, Tah-Dist-Wardha	Bahurupi Samaj	22.11.2013
	At-Pipri Pardhi Beda, Tah-Hinganghat, Dist-Wardha	Pardhi Samaj	19.12.2013
	At-Kolhi Pardhi Beda, Tah-Hinganghat, Dist-Wardha	Pardhi Samaj	19.12.2013
Amravati	At-Post-Tah-Anjangaosurji, Dist-Amravati	Bharadi Samaj	22.11.2013
	At-Post-Sirsol, Tah-Dar-yapur, Dist-Amravati	Bahurupi Samaj	22.11.2013
	At-Post-Takarkhed Shanbhu, Tah-Batkuli, Dist-Amravati	Bahurupi Sama	7.10.2013
	At-Post-Ashta, Tah-Batkuli, Dist-Amravati	Bahurupi Samaj	7.10.2013
Chandrapur	Boinz Mokasa Tanda, Tah-Warora, Dist-Chandrapur	Banjara Samaj	23.11.2013
Yeotmal	At-Mandwa Heti, Tah-Ghatnji, Dist-Yeotmal	Gawali Samaj	18.11.2013

Visit Date	Vasti	Native Place	Community and it's work	Out of School Children	Vasti Head
3/4/2014	Devgaon Fata, Tah-Dhamagaon, Dist- Amravati	Since 30 years at Devgaon Fata	Paradhi Samaj, 70 families	8 children	Manoj Solanke
6/4/2014	Sasegaon, Tah-Kuhi, Dist-Nagpur	Since 45 years at Sasegaon	Gopal Samaj, 90 families	13 children	Jaysingh Waghode
27/2/2014	Dehu Fata Toll Naka, Tah-Mawal, Dist-Pune, Stayed since 25 Years	Vaidu Wadi, At-Post-Tah-Indapur, Dist-Pune	Vaidu Samaj, 12 Families	1 children	Taya Lokhande

27/2/2014	Devu Fata Toll Naka, Tah-Mawal, Dist-Pune, Stayed since 5 years	At-Po-Lasurne, Tah-Indapur, Dist-Pune	Vaidu Samaj, 8 Families	1 children	Subhash Shankar Shinde
27/2/2014	Devu Fata toll Naka, Tah-Mawal, Dist-Pune	At-Po-Ghodegaon, Tah-Newasa, Dist-Ahmednagar	Nathpanthi Dawari Gosawi, 25 families	3 children	Vijay Bhimrao Chougule
27/2/2014	Devu Fata Toll Naka, Tah-Mawal, Dist-Pune	At-Po-Tah-Multai, Dist-Khandawa, M.P.	Nat Samaj, 10 Families	3 children	Bholu Nath
21/2/2014	Sanbhaji chowk, At-po-Tah-Majalgaon, Dist-Bid	At-Post-Matha, Tah-Aunda Nagnath, Dist-Hingoli	Dawari Gosawi, 20 Families	16 children	Digambar Giri, Subhash Patil
21/2/2014	Talegaon naka Ground, At-Po-Tah-Dist-Bid	Gosawi Vasti, At-Sangawi, Tah-Akalkot, Dist-Solapur	Gosawi Samaj, 11 Families	6 children	Babu Dadu Jadhav
23/2/2014	Sillod Ground, At-Post-Tah-Sillod, Dist-Aurangabad	At-Post-Tah-Bhikangaon, Dist-Khargon, M.P.	Adiwasi Pawara Takiya, 11 families	7 children	Tukaram Pawara
23/2/2014	Sillod Ground, At-Post-Tah-Sillod, Dist-Aurangabad	At-post-Kothala, Tah-Manwat, Dist-Parbhani	Kudmude Joshi, 19 families	9 children	Vitthal Rambhau Bhosale
23/2/2014	At Sillod Ground, At-Post-Tah-Sillod, Dist-Aurangabad	At-Post-Ozar, Tah-Jamner, Dist-Jalgaon	Nath Gosawi, 5 Families	7 children	Raghunath Gangaram Shinde

**List of Out of School Children from
Pardhi Samaj of Nagpur District**

Name of Tahsil	Name of Vasti	No.of children (Out of School)
Hingana Tahsil	Sheshnagar	25 Nos.
	Erangaon	05 Nos
	Asola Sawangi	25 Nos.
Nagpur Tahsil	Kinhi	15 Nos
	Gorkhedi	05 Nos
Katol Tahsil	Wasbodi	08 Nos
	Mendhepathar	05 Nos
	Dongargaon	15 Nos
	Khangaon	10 Nos
	Ghugmeth	10 Nos
	Untha	15 Nos
	Pethavi	05 Nos
	Maskapa	25 Nos
Narkhed Tahsil	Dabatewadi	10 Nos
Umrer Tahsil	Kitali	05 Nos
	Chhanpa	10 Nos
	Rajurwadi	10 Nos
	Dahegaon	20 Nos.
	Shivpur	07 Nos
Kalmeshwar Tahsil	Chinchbhawan	25 Nos
	Gondkhedi	30 Nos
	Tidangi	04 Nos
	Chhatrapur	10 Nos
Saoner Tahsil	Nimagi	20 Nos
Kuhi Tahsil	Wadad	15 Nos
	Total children (Out of Schoo)	326 Nos

List of Out of School Children

Name of Vasti and Address	Name of the Children	Male/ Female	Age
At-Po-Sheshnagar,	1. Surendra Bhopindra Goraman	Male	15 years
Tah-Hingana,	2. Anil Ishwar Pawar	Male	15 Year
Dist-Nagpur	3. Sirish Sulchand Pawar	Male	17 Years
	4. Dilesh Ishwar Pawar	Male	13 Years
	5. Nagesh Dnaneshwar Pawar	Male	14 Years
	6. Nahir Ravindra Pawar	Male	16 Years
	7. Pankaj Sanjay Rajput	Male	14 Years
	8. Nilesh Shridhar Pawar	Male	18 Years
	9. Mahesh Shridhar Pawar	Male	16 Years
	10. Krishna Devanad Pawar	Male	12 Years
	11. Atul Somendra Bhosale	Male	14 Years
	12. Devanand Deorao Pawar	Male	12 Years
	13. Ku. Chanda Deorao Pawar	Female	17 Years
	14. Nitin Banduraj Goraman	Male	12 Years
	15. Ku. Anjali Bandhuraj Goraman	Female	17 years
	16. Mangesh Giridas Pawar	Male	17 Years
	17. Dhiran Rajkumar Pawar	Male	11 Years
	18. Banthi Chandragopa Bhosale	Male	12 Years
	19. Mangesh Chandragopal Bhosale	Male	17 Years
	20. Kabir Apresh Pawar	Male	15 Years
	21. Ku. Kabisha Apresh Pawar	Female	13 Years
	22. Sachin Nandulal Goraman	Male	13 Years
	23. Deepak Vikas Pawar	Male	13 Years
	24. Akshay Bandu Pawar	Male	10 Years
	25. Ajay Bandu Pawar	Male	15 Years
	26. Nishad Kumbharya Rajput	Male	12 Years
	27. Sushil Basuraj Goraman	Male	12 Years
	28. Ashwin Asubhan Bhosale	Male	12 Years
	29. Ajay Minister Pawar	Male	14 Years
	30. Ku. Kalyani Subhash Bhosale	Female	14 Years
	31. Sudhir Subhash Bhosale	Male	16 Years
	32. Sushil Madhukar Bhosale	Male	17 Years
	33. kavin Sunya Rajput	Male	17 Years

	34.Ku.Indira Indiraj Goraman	Female	16 Years
	35.Ku.Shalini Dharmraj Pawar	Female	15 Years
At-Rajurwadi,	1.Vikki Rajvant Pawar	Male	14 Years
Tah-Umrer,	2. Jagesh Hiwraj Pawar	Male	13 Years
Dist-Nagpur	3. Ram Shariflal Pawar	Male	15 Years
	4.Vijay Shariflal Pawar	Male	17 Years
	5.Manesh Yashwanta Waghmare	Male	14 Years
	6.Aniket Bajilal Rajput	Male	16 Years
	7. Manjit Dahila Rajput	Male	12 Years
	8. Nandkishor Dnyaneshwar Pawar	Male	17 Years
	9. Shivnash Chainlal Rajput	Male	17 Years
	10.Shivdatta Chainlal Pawar	Male	17 Years
	11.Ajay Mahesh Rajput	Male	17 Years
	12.Avinash Chendlal Rajput	Male	18 Years
	13.Vijay Brahmlal Rajput	Male	16 Years
	14.Dinesh Buja Pawar	Male	15 Years
	Total out of School Children (Some of over aged)		49 Nos.

List of Children – Out of School (Visit Date-19/12/2013)

Name of Vasti and Address	Name of the Child	Male / Female	Age in Years
Kolhi Pardhi Beda,	1. Swapnil Ravi Chavhan	Male	6 Years
Tah-Hinganghat,	2. Roshan Laxman Chavhan	Male	5 years
Dist-Wardha	3. Ajay Subhash Chavhan	Male	9 Years
	4. Ku.Taikala Chavhan	Female	6 Years
	5. Rushabha Harichand Chavhan	Male	8 Years
	6. Ku.Laxmi Rajhans Bhosale	Female	6 Years
	7. Ku.Diksha Rajhans Bhosale	Female	8 years
	8. Ku.Madhuri Bhosale	Female	13 Years
	9. Ku.Seema Bhosale	Female	6 Years
	10. Dinesh Vinod Chavhan	Male	5 Years
	11. Ku.Sangita Vinod Chavhan	Female	5 Years
	12. Prafull Vanya Chavhan	Male	10 years
	13. Ku.Hasina Vanya Chavhan	Female	6 years
	14. Ku.Ukita Rajmal Chavhan	Female	9 years
	15. Ku.Varsha Rajmal Chavhan	Female	12 Years

Pipri Pardhi	1. Yuvraj Bhosale	Male	6 Years
Beda (Vannagar),	2. Ku.Ragina Bhosale	Female	5 Years
Tah-Hinganghat,	3. Krish Chavhan	Male	6 Years
Dist-Wardha	4. Amit Chavhan	Male	10 Years
	5. Ghanesh Kale	Male	6 years
	6. Shivraj Kale	Male	5 Years
	7. Ku.Sanjana Pawar	Female	6 Years
	8. Shivam Pawar	Male	7 Years
	9. Manoj Pawar	Male	8 Years
	10. Ku.Vikita Pawar	Female	10 Years
	11. Pankaj Tu.Pawar	Male	6 Years
	12. Ku.Shital Tu. Pawar	Female	10 Years
	13. Ku.Manju Tu.Pawar	Female	14 Years
	14. Dhiraj Chavhan	male	6 Years
	15. Ku.Shivani Chavhan	Female	5 Years
	16. Suraj Chavhan	Male	12 Years
	17. Ku.Mayuri Kale	Female	6 Years
	18. Ku.Niyati Chavhan	Female	5 Years
	19. Ku. Seema Chavhan	Female	10 Years
	20. Sonu Chavhan	Male	12 Years
	21. Amul Chavhan	Male	6 Years
	22. Ku.Pooja Chavhan	Female	10 Years
	23. Ku.Sayali Pawar	Female	12 Years
	24. Jiwan Pawar	Male	9 Years
	25. Mangesh Pawar	Male	13 Years
	26. Ku.Parvi Chavhan	Female	5 Years
	27. Ku.Raveena Su.Bhosale	Female	13 Years
	Total Children (Out of School)		42 Nos.

The members of the Sangharsh Wahini, Nagpur was visited the vasti of Nat Samaj which is situated in Yashwant Stadium, Near Star Bus Parking Slum, Dhantoli, Nagpur since 5 years. It was found that most of the children do not go to school and ages of these children are between 6 years to 14 years. The children were out of school due to their parents working as a labourers and children stay at home to take care of their younger brother and sisters. Some of the children stay with their parents at work place. Some of the children perform entertaining programs as a Street Show on ropes. These children are busy with their regular work for bread & meal and ultimately they are suffering from Right to Education in their right age. They do not know about their Right to Education and the implementing agencies of RTE are also not aware about this. After complaining to the Collector of Nagpur on 29th Nov.2013, the search team of Education Department, Nagpur visited the vasti on 23rd Dec.,2013. The search team found that the following children were out of school.

List of Out of School Children (Visit Date - 23rd Dec.,2013)

Name of the Child (out of school)	Caste	Male/ Female	Age
1. Deepak Premkumar Nat	Adi Nat	Male	5 Years
2. Ku.Damini Manharan Nat	-do-	Female	7 Years
3. Ku.Arti Shalikram Nat	-do-	Female	8 Years
4. Ku.Jyoti Suraj Nat	-do-	Female	8 Years
5. Ajay Shyamratan Nat	-do-	Male	14 Years
6. Ganpat Dinesh Pande	Brahman	Male	5 Years
7. Durgesh Premlal Nat	Adi Nat	Male	7 Years
8. Shushmani Kamlesh Nat	-do-	Male	8 Years
9. Sushil Kamlesh Nat	-do-	Male	10 Years
10. Golu Zuru Nat	-do-	Male	13 Years
11. Ku.Soniya Kamlesh Nat	-do-	Female	6 Years
12. Manoj Bhagwani Nat	-do-	Male	9 Years
13. Ku.Manoji Bhagwani Nat	-do-	Female	8 Years
14. Ku.Sita Dnyanik Nat	-do-	Female	11 Years
15. Mohit Sukalu Nat	-do-	Male	4 Years
16. Jitu Dnyanik Nat	-do-	Male	6 Years
17. Shiva Rajkumar Nat	-do-	Male	6 Years
18. Mukesh Premlal Nat	-do-	Male	5 Years
19. Akash Kamlesh Nat	-do-	Male	7 Years
20. Ku.Minabai Gandhila	-do-	Female	9 Years

21. Ku.Lalita Dnyanik Nat	-do-	Female	7 Years
Total Children (Out of School)			21 Nos.

**Vasti Visits during Awareness Rally from
16th Feb to 3rd March, 2014**

Visit Date	Vasti	Native Place	Name of the Children	Male/ Female	Age
6.4.2014	Since 45 yrs,	Since 45 yrs,	1. Rushabh Suresh Sonwane	Male	6yrs
	at Sasegaon,	at Sasegaon,	2. Ku Savita Sanju Sonwane	Female	12yrs
	Tah-Kuhi,	Tah-Kuhi,	3. Ajay Jaisingh Waghade	Male	7yrs
	Dist-Nagpur	Dist-Nagpur	4. Vishal Jaisingh Waghade	Male	8yrs
			5. Sultan Tarachand Jadhav	Male	12yrs
			6. Suresh Tarachand Jadhav	Male	10yrs
			7. Vishal Tarachand Jadhav	Male	8yrs
			8. Ku Roshani Uttam Waghode	Female	10yrs
			9. Raj Dilip Sonwane	Male	7yrs
			10.Kashinath Bhavsingh Jadhav	Male	8yrs
			11.Rushtam Rupchand Jadhav	Male	8yrs
			12.Ku Vimal Bhimraj Jadhav	Female	12yrs
			13.Ku Seema Suresh Waghode	Female	8yrs
3.4.2014	Devgaon	Since 30	1. Ku. Pingala Manohar Kale	Female	10Yrs
	Fata, Tah-	years at Dev	2. Ku. Sonabai Panidhar Pawar	Female	14Yrs
	Dhamagaon,	gaon Fata,	3. Bhaiyya Narayan Kale	Male	6Yrs
	Dist-Amra	Tah-Dha	4. Dhanajay Nekhan Pawar	Male	8Yrs
	vati	mangaon,	5. Ku. Ravina Dilip Pawar	Female	6 Yrs
		Dist-Amravati	6. Ku. Bhawana Salam Pawar	Female	7Yrs
			7. Ku. Kartika Laxman Kale	Female	6Yrs
			8. Arun Laxman Kale	Male	6Yrs
27.2.14	Dehu Fata	Vaidu Wadi,	1. Ku.Chandrakala Taya	Female	9Yrs
	Toll Naka,	At-Post-Tah-	Lokhande		
	Tah-Mawal,	Indapur,			
	Dist-Pune,	Dist-Pune			
	Indapur,				
	Dist-Pune				
	Stayed since				
	25 Years				

27.2.14	Devu Fata	At-Po-Lasurne	Parashuram Marotrao Shinde	Male	7yrs
	Toll Naka,	Tah-Indapur,			
	Tah-Mawal,	Dist-Pune			
	Dist-Pune,				
	Stayed since				
	5 years				
27.2.14	Devu Fata	At-Po-Ghode	1. Ku Arti Mohan Shegar	Female	9yrs
	Toll Naka,	gaon,Tah-	2. Anil Shyamrao Sawant	Male	10yrs
	Tah-Mawal	Newasa, Dist-	3. Ku Arti Bhiwaji Shegar	Female	12yrs
	Dist-Pune,	Ahmednagar			
27.2.14	Devu Fata	At-Po-Tah -	1. Ku Roshani Bholu Nat	Female	8yrs
	Toll Naka,	Multai, Dist-	2. Ku Pooja Shyam Nat	Female	10yrs
	Tah-Mawal,	Khandawa,	3. Ku Jyoti shyam Nat	Female	7yrs
	Dist-Pune	M.P.			
21.2.14	Sanbhaji	At-Post-	1. Ku Kajali Maruti Giri	Female	8yrs
	chowk,	Matha, Tah-	2. Ku Sandhya Sachin Giri	Female	6yrs
	At-po-Tah-	Aunda	3. Kashish Sachin Giri	Male	7yrs
	Majalgaon,	Nagnath,	4. Ku Arti Ambadas Giri	Female	6yrs
	Dist-Bid	Dist-Hingoli	5. Umesh Brahma Giri	Male	7yrs
			6. Rahul Mohan Giri	Male	6yrs
			7. Sachin Pralhad Giri	Male	6yrs
			8. Ku Pooja Pralhad Giri	Female	8yrs
			9. Ajay Ambadas Giri	Male	8yrs
			10.Ku Madhuri chandrakant G.	Female	6yrs
			11. Ku Sunita Pralhad Giri	Female	10yrs
			12. Ram Ramesh Giri	Male	7yrs
			13. Sanju Pralhad Giri	Male	10yrs
			14. Nikhil Sanjay Giri	Male	6yrs
			15. Ku Seema Datta Giri	Female	6yrs
			16. Ku Pooja Digambar Giri	Female	12yrs
21.2.14	Talegaon	Gosawi Vasti	1. Dhouliya Bhopal Pawar	Male	10yrs
	nakaGround	At-Sangawi,	2. Ku Tai Babu Jadhav	Female	13yrs
	At-Po-Tah-	Tah-Akkal-	3. Sachin Gopal Pawar	Male	7yrs
	Dist- Bid	kot, Dist-	4. Ku Nayana Gopal Pawar	Female	6yrs
		Solapur	5. Rahul Sanjay Pawar	Male	9yrs
			6. Ku Shakila Bhopal Pawar	Female	8yrs

23.2.14	Sillod	At-Post-Tah-	1. Vijay Hajari Takiya	Male	6yrs
	Ground,	Bhikangaon,	2. Ku Shivani Amarsing Takiya	Female	6yrs
	At-Post-	Dist-	3. Banti Balu Takiya	Male	13yrs
	Tah-Sillod,	Khargon,	4. Monu Rajaram Takiya	Male	13yrs
	Dist-	M.P.	5. Suraj Karan Takiya	Male	8yrs
	Aurangabad		6. Sanju Ganpat Takiya	Male	8yrs
			7. Satish chandrasingh Pawara	Male	13yrs
23.2.14	Sillod	At-post-	1. Ku Vanita Prakash Bhole	Female	8yrs
	Ground,	Kothala,	2. Ku Maya Vitthal Bhosale	Female	6yrs
	At-Post-	Tah-	3. Bhagwan M.Wayfalkar	Male	12yrs
	Tah-Sillod,	Manwat,	4. Ku Radha Prakash Bhole	Female	12yrs
	Dist-	Dist-	5. Ku Guddi Vitthal Bhosale	Female	6yrs
	Aurangabad	Parbhani	6. Raju Vitthal Bhosale	Male	12yrs
			7. Parmeshwar Baba Bhosale	Male	10yrs
			8. Sachin Baba Bhosale	Male	7yrs
			9. Dnyaneshwar Shivaji Bhosale	Male	12yrs
23.2.14	Sillod	At-Post-Ozar	1. Dnyaneshwar R.chavhan	Male	13yrs
	Ground,	Tah-Jamner,	2. Ajay Eknath Shinde	Male	7yrs
	Dist-	Dist-Jalgaon	3. Vishal Vishwanath Shinde	Male	7yrs
	Aurangabad		4. Parmeshwar S.Chavhan	Male	10yrs
			5.Ku Anjana Shankar Chavhan	Male	12yrs
23.2.14	Sillod	At-post-	1. Badal Bapu Shinde	Male	8yrs
	Ground,	Panerakhedi	2. Sagar Bapu Shinde	Male	10yrs
	Dist-	Tah-Motala,			
	Aurangabad	Dist-Buldhana			
			Total Children (Out of School)		74

Survey observations

Visit Date- 3rd Aug,2013

At-Satrapur,Post-Bokhara,Tah-Hingana,Dist-Nagpur	Staying since 25 years	Vasti Head-Yadav Kaka(Gawali)
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Vaddar, Gawali community (600 population) of the Nomadic Tribes and Denotified Tribes of Maharashtra are staying here since 25 years in the open space of Bokhara Gram Panchayat. About 135 families of Vaddar community (Some of them 2 families belongs to SC and 5 families of

belongs to ST category, like Mahar, Raj Gond and Pradhan Gond) have built huts with tin sheds or grass, where most of the people are casual labourers, marginal labourers, agriculture labourers, all of them are landless. Young children study in schools but the older ones are out of school. It is found that they suffer social exclusion from their classmates in the school.

There is only one tap well available, electricity facilities do not exist, roads are not built, even after residing there for 25 years. They do not receive house tax receipts and are not benefitted from Indira Awas Yojana. They could not regularize the slum on the basis of government resolution of 2001 which is for regularization of slums situated before the year 1995. Most of the people do not have ration cards, identity proof, caste certificate, birth certificate etc., Thus they are not benefitted from public distribution system (no use of Right to Food plan here). Moreover the Gram Panchayat members always terrorize them to vacate the place.

Visit Date- 15th Nov,2013

Vasti : At-Girola, Post-Ambadi, Tah- Bhandara	Vaddar community Staying here since 6 years	Head-Vyankat Ghodmare, Vyankat Thakre
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The Vaddar community is a nomadic community which is enlisted in the Denotified tribe. They have built up huts in the basement of Girola mountains. They take water from public water tap. The women of Girola Gram opposed to take water from water tap and have quarreled with them many times. Cases have been registered to the govt. hospitals due to major injuries which have occurred in these quarrels. Cases have also been registered against them in Police Stations. Therefore the women of Vaddar community take water from Vainganga River which is 2 kilometer away from where they live. Men are engaged in selling cutlery goods while women work as agricultural labourers. No one drinks local liquor or any other type of liquor because all of accepted the belief of "Parmatma Ek Dharm". The community leads a peaceful life but all of the members of the community are illiterate.

Visit Date- 16th Nov 2013

Vasti: At-Kodamedi, Tah-Lakhandur, Dist- Bhandara	Nathjogi community, staying since 35 years,	Vasti Head : Mohan Shinde, Laxman Jagtap
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Nathjogi is a nomadic community (500 population) of Maharashtra. They have stayed there in open space since 1979. 90% of the families are not included in the BPL list even after they are qualified to this, and only

10% families are included in the APL list, all of them are landless. They developed a non-agricultural land into a fertile land. They have been farming since 1979 as a "JABARANJOT" which means that they have worked hard on a land which was left barren by the Government. They have been cultivating on the land from past 35 years but still the land could not be transferred in the name of cultivators. The Collector of Bhandara had visited the place 10 times but the problem has yet not been solved. Also 10 widow women of 65 years of age have not been benefitted from the widow pension schemes.

Visit Date-17th Nov,2013

Vasti : Samatanagar, At-Gadchiroli, Dist- Gadchiroli	Kaikadi Samaj staying here since 15 years	Vasti Head: Shankar Gaddhekar, Avinash Jadhav
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The Kaikadi Samaj is a nomadic community enlisted in the list of Denotified Tribes of Maharashtra. They have been staying in the forest lands from the past 15 years. Forest departments have registered cases against them and 56 persons were jailed for 15 days in Nagpur Central jail. It was continued in the civil court of Gadchiroli. Their population is about 300 where men are engaged in selling cutlery goods and women work as agriculture labourers. Pigs are kept in the homes and sold in the market. Young children study in schools but the older children are left out. Many demonstrations have been organized for their demands of housing schemes but in vain. Sangharsh Wahini's team met local representatives but the problem could not be solved.

There are public water taps. But 3 people were dead due to snake bites as the vasti reside in the jungle. Houses are made up of polythene sheets or tin sheds. There is no approach for roads and again no electricity connections.

Visit date- 18th Nov, 2013

Vasti : At-Post- Tah-Ghatanji, Dist- Yeotmal	Vaddar Samaj stayed here since 30 years	Head-Sachin Bhojwan
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The Vaddar Samaj is a nomadic community enlisted in Denotified Tribes of Maharashtra. Around 100 families have stayed here since 35 years (population 500). No tax receipts have been made by the Nagar Parishad Ghatanji. There is no space available for burying dead bodies (Dafan Bhumi or maru sthal) and no space is made available by the Nagar Parishad Ghatanji. Several times delegation and demonstrations have been made for this demand but there have been no results.

Visit date- 15th Jan,2014

At-Post-Anjangaonsurji, Tah-Anjangaonsurji, Dist- Amravati	Bharadi Samaj stayed here since 35 years	Head-Suresh Sanise
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The Bharadi Samaj is a nomadic community enlisted in the Nomadic Tribes of Maharashtra. 60 families of Bharadi Samaj (nearly 250-300 population) have resided here from the past 35 years. They encroached on the agriculture departmental land. But no water facility has been provided by the Nagar Parishad Anjangaonsurji. With the help of Human Rights Law Network (HRLN) , Nagpur Office; they filed a petition against the Nagar Parishad, Anjangaonsurji and the same was ordered by the Nagpur Bench of Bombay High Court to supply water connection immediately. By the High Court order, they got the water connection after a long battle for water since 35 years. They became very happy with this success and thanked to the HRLN office. But again struggle is continuing for housing scheme and transferring land ownership in the name of pal poda owners. All of residents are illiterate and most of the children are out of school. There has been no approach made to roads, no sanitation and they are always terrorized by the govt. agencies/ local govt./local people to vacate the place.

Visit date-18th Nov,2013

Vasti: Nathnagar,Tah- Arni, Dist-Yeotmal	Nathjogi samaj staying here since 25 years	Vasti Head: Tanaji Shinde
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The Nathjogi Samaj is a nomadic community of Maharashtra. They too have stayed here since the past 35 years. More than 200 families (800-1000 population) have resided here, have built up huts with grass or wooden sticks or tin sheds. They have no connectivity with roads. All of the residents are illiterate. Younger children are studying in schools but older children are out of school. They have received no benefits from the Indira Awas Yojana or Yashwantrao Chavhan Mukht Vasahat Yojana. People here are engaged in fortune telling. All are landless and there is no employment guaranty scheme available to them. Public water tap is only available but no sanitation facility is there. Some of them are supporting health schemes with the nearby PHC.

Vasti Visit-25th Aug, 2013

Vasti: At-Post-Mohidepur, Tah-Jalgaon Jamod, Dist- Buldhana	Nathjogi Samaj staying since 40 years	Vasti Head: Bhavlal Babar
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The Nathjogi Samaj is a nomadic community of Maharashtra and has stayed here from the past 60 years. There has been no approach to roads and no employment has been made available. 300 families have built houses with tin sheds and stones; livelihood depends upon the entertainment they provide by disguising themselves as impressionists (Behrupiya) in colored dresses, performing art, singing some patriotic songs by playing musical instruments like KINDRI (name of Nathjogi Samaj instrument). They get water 1.5 km away. Most of the children are getting education. 2 years back, 3 youths of Nathjogi Samaj of Mahidepur came to Nagpur of Kalamna Area for entertaining the people and getting Bhikshuki for livelihood. People thought these people were thieves in colored dresses. People targeted them and the 3 youths were mob lynched with stones, wooden sticks on 9th May, 2012 at 9am. Agitations and demonstrations were made against this incident but government did not turn up to help them as per government resolution of 2008. 22-25 years old youths mob lynched and the problem of livelihood for their 20-23 years old widows with 3-8 years old 6 children arose in front of them. Sangharsh Wahini requested government to help them with a minimum of Rs.10 lakh for the family members, provide them employment at least for one member of each family. We also demanded inquiry by the CID, free education for children, housing scheme etc. At last, when no action was taken, Sangharsh Wahini filed a public interest litigation in the Nagpur Bench of Bombay High Court with the support of Human Rights law Network (Adv. Nihalsingh Rathod, HRLN Nagpur office) and hearing is still continued.

Visit Date - 27th Feb,2014 at 2.45 pm

Vasti- Palpada at Open space, Near Dehu Phata, Yelwadi Toll Naka,Tah.mawal, Dist-Pune	Migrated From - Vaidu Wadi,Tah-Indapur, Dist-Pune	Vasti Head-Sahebrao Shinde, Gram Sarpanch-Kisan Jadhav,
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The Vaidu Samaj of nomadic tribes of Maharashtra left their native place 25 years before, in search of livelihood. They have been staying here since the last 10 years and they have been changing their living place as per the availability of work. They do not have voter cards, ration cards or any kind of identity proves. Source of water is from an open well that too depending on the well owner's will. Some of the children are studying in the nearby primary school, but some remain out of school. Mostly men were engaged in preparing dabba, chalan, supadi made up of tin sheet and selling the same in the local market. Women were selling cutlery in the villages. There were 12 families (approximately with a population of 75 people). There are no pakka houses or any farming land at the native place.

Vasti: Palpada at Open space, Near Dehu Phata, Yelwadi Toll Naka, Tah.0mawal, Dist-Pune	Migrated from : At-Post-Lasurne, Tah-Indapur, dist-Pune	Vast Head: Subhas Shinde, Ramchandra Kashinath Lokhande
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There are 6 families of Vaidu samaj. They prepare dabbas, chalans etc. and sell them for their livelihood and they have been staying here since the past 5 years. There are unemployed, have no houses, have no farming land and therefore they migrate anywhere in search of livelihood. At Lasurne, Tah-Indapur, Dist-Pune, there were 1000 people of Vaidu community but most of them migrated to other places.

Vasti: Palpada, at open space, near Dehu Phata, Yelwadi Toll Naka, Dist-Pune	Migrated From: At-Post-Ghodegaon, Tah-Newasa, Dist-Pune	Vasti Head: Vijay Bhimarao Chuogule
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25 families of Nathpanthi Dawari Gosawi Samaj stay here. They do not have a farming land, no houses in their native place. In their native place, there are 50 families of Nathpanthi Dawari Gosawi community living in the slums at Ghodegaon, Dist-Pune. Some of them work as a fortune tellers but most of the women and children beg on the streets in the nearby villages. Some of the children study in the govt. primary schools but some of them do not attend any school. The living standards of these people are very miserable; do not have pukka houses, have miserable health conditions, and always terrorised of encroachment cleaning drive. They have no documentation of citizenship. Also all of the members of the family are illiterate. An about 13 families live there with approximately a population of 70 persons.

Vasti: Palpada, at open space, near dehu Phata, Yelwadi Toll Naka, Tah-Mawal, Dist-Pune	Migrate from: At-Post-Tah-Multai, Dist-Khandwa, Madhya Pradesh	Vasti head: Bholu Nath
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A Nat community is basically nomadic community and is found all over India. Its density of population is high in the Uttar Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Maharashtra, Chhattisgarh states. Nat community is scheduled in the list of SC category in Madhya Pradesh but it is in the list of nomadic tribes in Maharashtra. 10 families of the Nat community (70 populations) were engaged in purchase or exchange of old cloths in lieu of utensils. The children aged 6-18 years are not attending school. They also have hygiene problems. They resided here only for 9

months and then returned to their native place at Multai. Agents came to palpada to purchase old clothes which were already collected by them.

Visit Date – 18th Feb,2014 at 10 am

Vasti : At-Post-Sukali, Tah-Hatkangale, Dist-Kolhapur	Migrated from: At-Dhargaon, Tah-Dist-Amravati	
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The Chhitodiya Lohar Samaj is a nomadic community. It is found in Rajasthan, Gujarat, Maharashtra; it is a tribe of blacksmiths. But these people are also engaged in selling herbal medicines. Approximately 10 families of Lohar samaj stay in open places made of temporary huts with polythene sheets. They do not have any type of identity proves like voter cards or ration cards. The children aged 6-12 years do not attend schools. They stay at one place for 15 days and then migrate to another place. This is the continuous process of migration from one place to another. Due to migration, children suffer because of these habits and families also have suffered for so long.

Date- 21st Feb,2014 at 11.30 am

Vasti : Sambhaji Chowk, At-Post-Tah-Majalgaon, Dist-Bid	Migrated From: At-Post-Matha, Tah-Aundha Nagnath, Dist-Hingoli	Vasti head - Digambar Giri
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Gosawi is the nomadic community of Maharashtra, engaged in worshipping of God. They migrate from place to place. They stay in temples and their livelihood is Bhikshuki. Near about 20 families of Gosawi stay in open spaces. They do not posses voter cards, ration cards or any identity proof. They stay at one place for 1 month and after that they migrate. They undergo early marriages. They have no water thus have no bathing on regular basis. Therefore health problems arise easily due to un-hygienic conditions. They stay in their native places only in the rainy season for 3 months. Again most of the children are out of school due to their nomadic habits.

Date – 21st Feb,2014 at 6pm

Vasti : Talegaon Road, Naka Ground, Bid, Dist-Bid	Migrated from : Gosawi Vasti, At- Sangavi, Tah-Akkalkot, Dist-Solapur	Vasti Head- Babu Dadu Jadhav
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Staying in open places, 11 families of the Gosawi Samaj (66 population), selling perfumes, have no voter cards or ration cards. They have no health facilities, public water taps, majority adults are illiterate and majority of the children are out of school. They work for 10 months and stayed for 2

months in their native place for the rainy season only. They stay in the palpodas under natural care.

Vasti: Talegaon Road, Naka Ground, Bid, Dist-Bid	Migrated from : At-Tapowan Tanda, Po-Lonagaon, Tah-Bhokardhan, Dist-Jalna	Vasti Head: Vinod Rupchand Mulekar
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About 12 families of the Gosawi Samaj stay in at open places and have built up palpodas. There are engaged in selling precious looking pearls, stones, bangles, necklaces etc. Sau Sunita Vinod Mulekar (aged 20 years) delivered a child in the Govt. District Hospital Bid. On 6th Dec.2013, she was admitted in the Govt. Hospital Bid and she delivered the baby on 7th Dec, 2013 and was discharged on 8th Dec, 2013 from hospital without any benefits from the Janani Suraksha Yojana or Shishu Suraksha Yojana. Doctors gave the reason as the pregnant woman admitted was not from the same district. Another reason, that she does not have BPL card or any other identity proof. After the delivery of a new born baby, child & mother resided in pal situated in open grounds with natural conditions. She does not have knowledge of the essential medical doses required for the baby on regular basis on fixed intervals.

Date – 23rd Feb,2014 at 5.30 pm

Vasti : Open space of Sillod Ground, At-Po-Tah-Sillod, Dist-Aurangabad	Migrated from : At-Po-Tah-Bhikangaon, Dist-Khargaon, Madhya Pradesh	Vasti head: Tukaram Pawara
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The Pawara Takiyo community is in the list of Scheduled Tribes of Madhya Pradesh and Maharashtra. Approximately 11 families of Adiwasi Pawara-Takiyo samaj (50 population) have been staying in the palpodas for 10 months, preparing and selling wooden baskets. Their children are with them and all of them are out of school.

Vasti : Open Place, Sillod ground, At-Po-Tah-Sillod, Dist-Aurangabad	Migrated from : At-Po-Kothala, Tah-Manwat, Dist-Parbhani	Vasti Head: Vitthal Rambhau Bhosale
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The Kudmude Joshi is a nomadic community of Maharashtra and their livelihood is only Bhikshuki. Approximately, 19 families of Kudmude Joshi (125 population) have been staying in palpodas. They have ration cards and other identity proves but has received no benefits of ration card. Water is available from public water tank. They have been staying there for 9 months only and have returned back to their home. In rainy season, there stay in their native places for 3 months. Children live with their parents and have always suffered from schooling.

Vasti : At Sillod Ground, At-Po-Tah-Sillod, Dist-Aurangabad	Migrated from : At-Post-Ozar, Tah-Jamner, Dist-Jalgaon	Vasti Head: Raghunath Gangaram Shinde
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About 5 families of Nath Gosawi Samaj (Population 30), stay in palpodas. They have stayed here for 9 months and returned back to their native place in rainy season for 3 months. Voter cards, ration cards were available to them but no benefit of these documents has been received. Their livelihood is based on bhikshuki and water is available from public water source. They do not have farming lands or pukka houses. Their children stay with them, therefore suffer from schooling.

Vasti : At Sillod Ground, At-po-Tah-Sillod, Dist-Aurangabad	Migrated from : At-Po-Panerakhedi, Tah-Motala, Dist-Buldhana	
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About 7 families of Sarode Samaj, which is a nomadic community of Maharashtra, stay in palpodas. Their livelihood is based on selling precious stones. They stay here for 9 months and after that they return back to their homes.

Date – 3rd April, 2014 at 3.30 pm

Vasti-At-Post-Devgoan, Tah-Dhamangaon, Dist-Amravati	Staying here since 15 years, it known as pardhi beda	Vijay Rupvate, Social worker and Manoj Solanke, Social Wroker
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The Pardhi community people live in the Davgaon Phata Bus stand, they sell Titar-Bater birds. We visited the vasti which is situated in an open place near Water tank. Some of the houses are of cement and concrete built by the Govt. of Maharashtra under the Thakkar Bappa Awas Yojana and some of the houses are kuchha houses made up of grass or wooden sticks, some of them made with polythene sheets. There has been no water supply since 2 months and no one has taken a bath within the interval of 15 to 20 days. Open bathing and open latrine is the daily situation. Everybody stinks because of no bath, therefore many health problems have raised. Children below the age of 10 years were found mal-nourished. Primary and secondary school was available but it was found that the following 8 children were not attending school. There are no sources of employment therefore elders & children beg in the bus stands. Young children catch birds and sell them in the markets. Most of the men and women drink local liquor (deshi daru) on a regular basis. Near about 300 population of the pardhi community commit early marriages and every family has 4-5 children. There is a Savitribai Fule Ashram School, at-Babhulgaon, distance from Devgaon about 20 kilometers, but no one is admitted in the Ashram School.

Visit Date - 6th April, 2014 at 3.30pm

Vasti : At-Post-Sasegaon (Gopal Toli), Tah-Kuhi, Dist-Nagpur	Staying since 25-35 years,	Vasti Head : Shankar Sonaji Jadhav, Jaysing Waghde
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Pal-podas in open space, staying there from the past 25-35 years, near about 60 families of Gopal community (Nomadic Tribe) have no farming land, no inter-connectivity of houses with roads. Electric supply is available only with 2 houses which were pukka houses. Primary schools are available but most of the children are out of school (collected name of out of school children but some of children were out of vasti engaged in trimming drum, dholki in the marriages) and the ratio of drop outs in school is higher, the reason being children going to work with their parents. The Gram Panchayat collects house tax from pal owners. 90 % if the houses are made up of pal, some of tin sheds. Most of the men and women are farm labourers, some work as a entertainers by playing ring show, rope show, music show. Water is available only in tube wells. Ration cards are available and they are getting ration from ration shops. Even after staying in open space for 40 years, they have not been benefited by the Indira Awas Yojana, Nurses or Asha health workers from PHC (PHC-Primary Health Centre) Problems of mal-nourishment has been found in children below 12 years. Jaysingh Waghode is a learned person who has studied up to 9th class. Other adults are illiterate. Only one person, Mr. Jaysingh had a mobile phone, Vasti head - Mr. Shankar Sonaji Jadhav, 70 years old, is also illiterate.

DATA TABLES

Category-wise Teachers' Position in Maharashtra as on 31st March, 2014

Reservation %	Category	Nos. of Teachers	% of Teachers Posted	Backlog
48 %	General	3,21,454	45.17 %	
13 %	SC	83,899	11.79 %	
7 %	ST	47,897	6.73 %	
19 %	OBC	1,68,949	23.74 %	
3 %	VJ	18,780	2.64 %	
8 %	NT	22,196	3.12 %	
2 %	SBC	12,426	1.75 %	
2.5 %	NT-B	10,559	1.48 %	
3.5 %	NT-C	12,328	1.73 %	
2 %	NT-D	8,559	1.20 %	
	Total	7,11,614		

- DISE 2012-13, Figures are taken as it as from the DISE Report 2012-13, it would not be tallied.

Position of govt. Pvt, Aided Pvt., Un-aided Pvt. and Unrecognised Schools

School Management	No. of School
Dept. of education	43
Privated Aided	15,559
Private Un-Aided	26
Un-Recognised	607

Social Welfare	112
Social Welfare Aided	1156
Social Welfare Un-Aided	449
Tribal Welfare	543
Tribal Welfare Aided	543
Zilla Parishad	62,108
Municipal corporation	3021
Nagar Parishad	1315
Unaided	3520
Permanent Unaided	6009
Govt. Military School	5
Central School	73
Navoday Vidyalaya	32
Railway School	9
Partially Aided	215
Vedic/Sanskritic/Dharmic School	9
Self Financed	626
Private Military School	18
Cantonment Board	45
Madarasa Recognised By Wakf Board	54
Madarasa Un-recognised	80
Total School	96,178

● Source - @NUEPA New Delhi

Sr.	District	Population	OBC Popn	VJNT Popn	SBC Popn	SC %	ST %	OBC %	NTDNT%	SBC %
497	Nandurbar	1,648,295	198,995	57,046	9,170	3.71	72.08	12.07	3.46	0.56
498	Dhule	2,050,862	646,301	209,138	27,662	6.83	38.09	31.51	10.20	1.35
499	Jalgaon	4,229,917	1,557,083	559,241	47,279	10.41	20.53	36.81	13.22	1.12
500	Buldhana	2,586,258	1,101,826	422,315	38,218	21.00	5.60	42.60	16.33	1.48
501	Akola	1,813,906	565,256	204,897	30,142	24.98	6.45	31.16	11.30	1.66
502	Washim	1,197,160	407,290	261,798	8,145	21.21	8.17	34.02	21.87	0.68
503	Amravati	2,888,445	944,910	258,227	72,978	17.43	19.23	32.71	8.94	2.53
504	Wardha	1,300,774	597,690	144,835	54,850	15.88	12.96	45.95	11.13	4.22
505	Nagpur	4,653,570	1,932,416	333,729	128,117	19.34	10.43	41.53	7.17	2.75
506	Bhandara	1,200,334	672,081	138,017	57,143	16.15	7.99	55.99	11.50	4.76
507	Gondia	1,322,507	643,761	109,414	80,401	12.99	18.11	48.68	8.27	6.08
508	Gadchiroli	1,072,942	273,751	110,419	15,930	11.18	43.28	25.51	10.29	1.48
509	Chandrapur	2,204,307	891,991	291,570	36,523	16.78	19.23	40.47	13.23	1.66
510	Yeatmal	2,772,348	708,057	723,510	65,501	12.45	20.09	25.54	26.10	2.36
511	Nanded	3,361,292	438,363	635,102	30,720	21.51	9.29	13.04	18.89	0.91
512	Hingoli	1,177,345	165,464	199,154	11,190	19.80	11.45	14.05	16.92	0.95
513	Parbhani	1,836,086	255,970	374,532	18,371	16.38	3.25	13.94	20.40	1.00
514	Jalna	1,959,046	298,114	370,150	19,557	16.76	3.00	15.22	18.89	1.00
515	Aurangabad	3,701,282	494,458	513,368	15,209	16.13	5.37	13.36	13.87	0.41

516	Nashik	6,107,187	1,272,899	565,938	25,077	9.83	30.51	20.84	9.27	0.41
517	Thane	11,060,148	2,113,752	276,836	147,716	8.51	18.84	19.11	2.50	1.34
518	Mumbai sub	9,356,962	669,023	185,746	40,693	10.45	1.22	7.15	1.99	0.43
519	Mumbai	3,085,411	199,128	46,143	14,213	7.26	0.65	6.45	1.50	0.46
520	Raigarh	2,634,200	912,030	145,446	44,937	7.27	15.42	34.62	5.52	1.71
521	Pune	9,429,408	1,262,132	1,076,331	61,322	16.67	4.58	13.39	11.41	0.65
522	Ahmednagar	4,543,159	595,016	736,310	34,802	14.20	11.10	13.10	16.21	0.77
523	Bid	2,585,049	308,506	651,220	12,511	15.37	2.07	11.93	25.19	0.48
524	Latur	2,454,196	295,762	406,568	17,241	21.28	3.46	12.05	16.57	0.70
525	Osmanabad	1,657,576	152,362	293,913	10,719	17.21	3.30	9.19	17.73	0.65
526	Solapur	4,317,756	656,671	849,936	173,432	16.77	2.31	15.21	19.68	4.02
527	Satara	3,003,741	432,635	495,353	14,285	12.54	1.36	14.40	16.49	0.48
528	Ratnagiri	1,615,069	853,511	102,699	37,380	8.23	1.74	52.85	6.36	2.31
529	Sindhudurg	849,651	250,945	52,826	7,371	7.20	0.90	29.54	6.22	0.87
530	Kolhapur	3,876,001	485,454	335,457	53,902	14.29	0.57	12.52	8.65	1.39
531	Sangali	2,822,143	424,940	548,312	31,995	14.30	0.60	15.06	19.43	1.13
		112,374,333	23,678,542	12,685,497	1,494,698					

• Source - District-wise, Category-wise Student Enrollment data (DISE 2012-13) and Census 2011

• These figures are not actual, but it is estimated and based on calculation because we know that there is no census of population for OBC, VJNT, SBC Category

There may be chances of +1% or -1% error because of the high birth rate in the backward communities. Therefore, the population assumption based on district-wise student enrollment in different categories may not be perfect but closer to the approximate population of that category.

Enrollment in School in Maharashtra for 2012-13											
		Gen	SC	ST	OBC	Total	Muslim	NT	VJ	SBC	BPL
Nandurbar	Std 1-5	12,895	5,544	130,642	25,715	174,796	8,589	4,986	1,153	786	47,926
	Std 6-8	7,884	3,942	53,874	15,477	81,177	4,831	2,166	554	638	1,328
	Std 9-10	4,594	2,101	25,324	9,822	41,841	2,499	1,118	232	324	4,415
	Std 11-12	3,412	1,216	13,837	7,810	26,275	1,319	753	149	370	1,770
	Std 1-8	20,779	9,486	184,516	41,192	255,973	13,420	7,152	1,707	1,424	59,254
	Std 1-12	28,785	12,803	223,677	58,824	324,089	17,238	9,023	2,088	2,118	65,439
	% Std 1-5	7.38	3.17	74.74	14.71		4.91	2.85	0.66	0.45	27.42
	% Std 6-8	9.71	4.86	66.37	19.07		5.95	2.67	0.68	0.79	13.95
	% Std 9-10	10.98	5.02	60.52	23.47		5.97	2.67	0.55	0.77	10.55
	% Std 11-12	12.99	4.63	52.66	29.72		5.02	2.87	0.57	1.41	6.74
	% Std 1-8	8.12	3.71	72.08	16.09		5.24	2.79	0.67	0.56	23.15
	% Std 1-12	8.88	3.95	69.02	18.15		5.32	2.78	0.64	0.65	20.19
Dhule	Std 1-5	23,664	13,686	88,090	85,823	211,263	20,195	17,458	3,783	2,139	34,639
	Std 6-8	14,846	8,195	33,941	52,116	109,098	11,201	9,282	2,146	2,182	10,347
	Std 9-10	9,285	4,963	14,462	33,033	61,743	5,839	5,542	1,161	1,372	5,301
	Std 11-12	5,434	3,007	6,492	22,224	37,157	2,251	3,122	673	1,028	2,545
	Std 1-8	38,510	21,881	122,031	137,939	320,361	31,396	26,740	5,929	4,321	44,986
	Std 1-12	53,229	29,851	142,985	193,196	419,261	39,486	35,404	7,763	6,721	52,832
	% Std 1-5	11.20	6.48	41.70	40.62		9.56	8.26	1.79	1.01	16.40

	% Std 6-8	13.61	7.51	31.11	47.77		10.27	8.51	1.97	2.00	9.48
	% Std 9-10	15.04	8.04	23.42	53.50		9.46	8.98	1.88	2.22	8.59
	%Std 11-12	14.62	8.09	17.47	59.81		6.06	8.40	1.81	2.77	6.85
	% Std 1-8	12.02	6.83	38.09	43.06		9.80	8.35	1.85	1.35	14.04
	% Std 1-12	12.70	7.12	34.10	46.08		9.42	8.44	1.85	1.60	12.60
Jalgaon	Std 1-5	72,295	42,913	96,795	212,237	424,240	56,545	36,807	20,974	4,235	59,967
	Std 6-8	46,067	25,865	38,918	125,809	236,659	30,375	19,922	9,675	3,152	22,065
	Std 9-10	27,121	14,604	16,010	73,815	131,550	14,518	10,569	4,558	1,927	10,153
	Std 11-12	14,012	7,104	6,285	43,193	70,594	4,780	5,091	2,562	1,703	3,175
	Std 1-8	118,362	68,778	135,713	338,046	660,899	86,920	56,729	30,649	7,387	82,032
	Std 1-12	159,495	90,486	158,008	455,054	863,043	106,218	72,389	37,769	11,017	95,360
	% Std 1-5	17.04	10.12	22.82	50.03		13.33	8.68	4.94	1.00	14.14
	% Std 6-8	19.47	10.93	16.44	53.16		12.83	8.42	4.09	1.33	9.32
	% Std 9-10	20.62	11.10	12.17	56.11		11.04	8.03	3.46	1.46	7.72
	%Std 11-12	19.85	10.06	8.90	61.19		6.77	7.21	3.63	2.41	4.50
	% Std 1-8	17.91	10.41	20.53	51.15		13.15	8.58	4.64	1.12	12.41
	% Std 1-12	18.48	10.48	18.31	52.73		12.31	8.39	4.38	1.28	11.05
Buldhana	Std 1-5	44,160	50,798	15,470	136,150	246,578	42,132	23,181	17,402	3,115	57,917
	Std 6-8	27,806	32,889	6,851	84,463	152,009	22,710	15,127	9,376	2,775	29,919
	Std 9-10	15,901	17,114	2,750	48,651	84,416	10,792	7,991	4,327	1,701	13,391
	Std 11-12	8,335	8,174	1,271	27,135	44,915	4,763	4,154	2,103	925	4,051

	Std 1-8	71,966	83,687	22,321	220,613	398,587	64,842	38,308	26,778	5,890	87,836
	Std 1-12	96,202	108,975	26,342	296,399	527,918	80,397	50,453	33,208	8,516	105,278
	% Std 1-5	17.91	20.60	6.27	55.22		17.09	9.40	7.06	1.26	23.49
	% Std 6-8	18.29	21.64	4.51	55.56		14.94	9.95	6.17	1.83	19.68
	% Std 9-10	18.84	20.27	3.26	57.63		12.78	9.47	5.13	2.02	15.86
	%Std 11-12	18.56	18.20	2.83	60.41		10.60	9.25	4.68	2.06	9.02
	% Std 1-8	18.06	21.00	5.60	55.35		16.27	9.61	6.72	1.48	22.04
	% Std 1-12	18.22	20.64	4.99	56.14		15.23	9.56	6.29	1.61	19.94
Akola	Std 1-5	39,926	39,191	10,957	68,114	158,188	35,414	10,801	6,884	2,008	26,968
	Std 6-8	23,527	25,604	5,764	46,347	101,242	21,152	7,603	4,017	2,303	16,288
	Std 9-10	13,165	14,951	2,567	28,483	59,166	11,002	4,444	2,042	1,677	8,495
	Std 11-12	8,662	7,821	1,303	18,608	36,394	4,754	2,093	1,442	4,814	2,851
	Std 1-8	63,453	64,795	16,721	114,461	259,430	56,566	18,404	10,901	4,311	43,256
	Std 1-12	85,280	87,567	20,591	161,552	354,990	72,322	24,941	14,385	10,802	54,602
	% Std 1-5	25.24	24.77	6.93	43.06		22.39	6.83	4.35	1.27	17.05
	% Std 6-8	23.24	25.29	5.69	45.78		20.89	7.51	3.97	2.27	16.09
	% Std 9-10	22.25	25.27	4.34	48.14		18.60	7.51	3.45	2.83	14.36
	%Std 11-12	23.80	21.49	3.58	51.13		13.06	5.75	3.96	13.23	7.83
	% Std 1-8	24.46	24.98	6.45	44.12		21.80	7.09	4.20	1.66	16.67
	% Std 1-12	24.02	24.67	5.80	45.51		20.37	7.03	4.05	3.04	15.38

Washim	Std 1-5	16,710	24,461	10,102	65,754	117,027	15,220	12,117	13,942	879	29,032
	Std 6-8	10,183	16,167	5,554	42,584	74,488	8,258	7,787	8,035	424	13,209
	Std 9-10	5,628	8,980	2,384	23,398	40,390	3,818	4,070	3,576	268	5,300
	Std 11-12	3,563	4,386	1,029	12,927	21,905	1,728	1,841	1,926	202	1,707
	Std 1-8	26,893	40,628	15,656	108,338	191,515	23,478	19,904	21,977	1,303	42,241
	Std 1-12	36,084	53,994	19,069	144,663	253,810	29,024	25,815	27,479	1,773	49,248
	% Std 1-5	14.28	20.90	8.63	56.19		13.01	10.35	11.91	0.75	24.81
	% Std 6-8	13.67	21.70	7.46	57.17		11.09	10.45	10.79	0.57	17.73
	% Std 9-10	13.93	22.23	5.90	57.93		9.45	10.08	8.85	0.66	13.12
	%Std 11-12	16.27	20.02	4.70	59.01		7.89	8.40	8.79	0.92	7.79
	% Std 1-8	14.04	21.21	8.17	56.57		12.26	10.39	11.48	0.68	22.06
	% Std 1-12	14.22	21.27	7.51	57.00		11.44	10.17	10.83	0.70	19.40
Amravati	Std 1-5	48,761	40,703	48,669	104,590	242,723	43,846	17,335	3,974	5,604	58,028
	Std 6-8	27,749	28,867	28,093	71,807	156,516	25,051	11,680	2,703	4,483	32,161
	Std 9-10	15,968	18,928	12,751	47,252	94,899	13,477	6,980	1,363	3,052	14,608
	Std 11-12	10,272	10,502	5,850	28,207	54,831	5,813	3,071	634	1,570	4,494
	Std 1-8	76,510	69,570	76,762	176,397	399,239	68,897	29,015	6,677	10,087	90,189
	Std 1-12	102,750	99,000	95,363	251,856	548,969	88,187	39,066	8,674	14,709	109,291
	% Std 1-5	20.09	16.77	20.05	43.09		18.06	7.14	1.64	2.31	23.91
	% Std 6-8	17.73	18.44	17.95	45.88		16.01	7.46	1.73	2.86	20.55

	% Std 9-10	16.83	19.95	13.44	49.79		14.20	7.36	1.44	3.22	15.39
	%Std 11-12	18.73	19.15	10.67	51.44		10.60	5.60	1.16	2.86	8.20
	% Std 1-8	19.16	17.43	19.23	44.18		17.26	7.27	1.67	2.53	22.59
	% Std 1-12	18.72	18.03	17.37	45.88		16.06	7.12	1.58	2.68	19.91
Wardha	Std 1-5	9,739	15,620	13,023	61,150	99,532	4,689	9,202	2,204	4,020	15,166
	Std 6-8	6,508	10,536	8,327	39,846	65,217	2,587	5,904	1,034	2,927	7,002
	Std 9-10	4,147	7,175	4,987	25,840	42,149	1,580	3,478	530	1,753	3,080
	Std 11-12	2,780	5,516	2,921	18,513	29,730	791	2,044	295	969	1,085
	Std 1-8	16,247	26,156	21,350	100,996	164,749	7,276	15,106	3,238	6,947	22,168
	Std 1-12	23,174	38,847	29,258	145,349	236,628	9,647	20,628	4,063	9,669	26,333
	% Std 1-5	9.78	15.69	13.08	61.44		4.71	9.25	2.21	4.04	15.24
	% Std 6-8	9.98	16.16	12.77	61.10		3.97	9.05	1.59	4.49	10.74
	% Std 9-10	9.84	17.02	11.83	61.31		3.75	8.25	1.26	4.16	7.31
	%Std 11-12	9.35	18.55	9.83	62.27		2.66	6.88	0.99	3.26	3.65
	% Std 1-8	9.86	15.88	12.96	61.30		4.42	9.17	1.97	4.22	13.46
	% Std 1-12	9.79	16.42	12.36	61.43		4.08	8.72	1.72	4.09	11.13
Nagpur	Std 1-5	76,838	76,978	43,968	204,038	401,822	41,048	24,682	3,767	10,055	25,327
	Std 6-8	44,675	48,201	23,509	128,885	245,270	20,805	15,901	2,056	7,760	12,814
	Std 9-10	27,211	31,188	13,631	83,381	155,411	11,227	9,617	1,204	5,467	6,783
	Std 11-12	22,666	22,089	7,327	58,574	110,656	5,634	5,461	933	3,509	2,872
	Std 1-8	121,513	125,179	67,477	332,923	647,092	61,853	40,583	5,823	17,815	38,141

Bhandara	Std 1-5	3,654	15,221	7,863	69,960	96,698	1,990	10,253	787	4,424	33,969
	Std 6-8	2,177	10,874	5,041	46,765	64,857	1,229	7,199	337	3,267	20,617
	Std 9-10	1,484	7,461	2,998	31,259	43,202	761	4,514	115	2,111	11,682
	Std 11-12	1,266	6,248	1,917	24,294	33,725	457	2,572	157	1,669	5,383
	Std 1-8	5,831	26,095	12,904	116,725	161,555	3,219	17,452	1,124	7,691	54,586
	Std 1-12	8,581	39,804	17,819	172,278	238,482	4,437	24,538	1,396	11,471	71,651
	% Std 1-5	3.78	15.74	8.13	72.35		2.06	10.60	0.81	4.58	35.13
	% Std 6-8	3.36	16.77	7.77	72.10		1.89	11.10	0.52	5.04	31.79
	% Std 9-10	3.44	17.27	6.94	72.36		1.76	10.45	0.27	4.89	27.04
	%Std 11-12	3.75	18.53	5.68	72.04		1.36	7.63	0.47	4.95	15.96
	% Std 1-8	3.61	16.15	7.99	72.25		1.99	10.80	0.70	4.76	33.79
	% Std 1-12	3.60	16.69	7.47	72.24		1.86	10.29	0.59	4.81	30.04
Gondia	Std 1-5	6,786	14,372	20,187	70,622	111,967	2,422	8,288	1,030	6,727	45,839
	Std 6-8	4,087	9,716	13,403	46,256	73,462	1,317	5,523	500	4,546	27,265
	Std 9-10	2,746	6,438	8,377	30,366	47,927	870	3,013	253	2,733	14,135
	Std 11-12	2,292	5,353	5,661	24,029	37,335	501	1,935	120	1,833	7,316
	Std 1-8	10,873	24,088	33,590	116,878	185,429	3,739	13,811	1,530	11,273	73,104
	Std 1-12	15,911	35,879	47,628	171,273	270,691	5,110	18,759	1,903	15,839	94,555
	% Std 1-5	6.06	12.84	18.03	63.07		2.16	7.40	0.92	6.01	40.94
	% Std 6-8	5.56	13.23	18.24	62.97		1.79	7.52	0.68	6.19	37.11

	% Std 9-10	5.73	13.43	17.48	63.36		1.82	6.29	0.53	5.70	29.49
	%Std 11-12	6.14	14.34	15.16	64.36		1.34	5.18	0.32	4.91	19.60
	% Std 1-8	5.86	12.99	18.11	63.03		2.02	7.45	0.83	6.08	39.42
	% Std 1-12	5.88	13.25	17.59	63.27		1.89	6.93	0.70	5.85	34.93
Gadchiroli	Std 1-5	7,939	10,426	45,210	34,828	98,403	1,804	8,796	706	1,416	30,802
	Std 6-8	4,893	6,970	22,134	23,188	57,185	1,003	5,925	585	894	13,473
	Std 9-10	3,295	4,621	12,409	14,671	34,996	659	3,229	374	562	6,347
	Std 11-12	2,234	3,518	7,356	10,618	23,726	402	1,816	188	435	3,298
	Std 1-8	12,832	17,396	67,344	58,016	155,588	2,807	14,721	1,291	2,310	44,275
	Std 1-12	18,361	25,535	87,109	83,305	214,310	3,868	19,766	1,853	3,307	53,920
	% Std 1-5	8.07	10.60	45.94	35.39		1.83	8.94	0.72	1.44	31.30
	% Std 6-8	8.56	12.19	38.71	40.55		1.75	10.36	1.02	23.56	#REF!
	% Std 9-10	9.42	13.20	35.46	41.92		1.88	9.23	1.07	1.61	18.14
	%Std 11-12	9.42	14.83	31.00	44.75		1.69	7.65	0.79	1.83	13.90
	% Std 1-8	8.25	11.18	43.28	37.29		1.80	9.46	0.83	1.48	28.46
	% Std 1-12	8.57	11.91	40.65	38.87		1.80	9.22	0.86	1.54	25.16
Chandrapur	Std 1-5	15,985	29,381	34,389	97,553	177,308	8,344	20,186	3,462	2,959	32,133
	Std 6-8	9,075	19,271	21,385	62,960	112,691	4,877	12,801	1,910	1,846	13,881
	Std 9-10	5,657	12,785	13,294	40,794	72,530	2,827	7,629	1,036	1,072	6,254
	Std 11-12	4,204	10,006	7,633	28,404	50,247	1,434	4,300	796	973	2,848
	Std 1-8	25,060	48,652	55,774	160,513	289,999	13,221	32,987	5,372	4,805	46,014

	Std 1-12	34,921	71,443	76,701	229,711	412,776	17,482	44,916	7,204	6,850	55,116
	% Std 1-5	9.02	16.57	19.40	55.02		4.71	11.38	1.95	1.67	18.12
	% Std 6-8	8.05	17.10	18.98	55.87		4.33	11.36	1.69	1.64	12.32
	% Std 9-10	7.80	17.63	18.33	56.24		3.90	10.52	1.43	1.48	8.62
	%Std 11-12	8.37	19.91	15.19	56.53		2.85	8.56	1.58	1.94	5.67
	% Std 1-8	8.64	16.78	19.23	55.35		4.56	11.37	1.85	1.66	15.87
	% Std 1-12	8.46	17.31	18.58	55.65		4.24	10.88	1.75	1.66	13.35
Yeotmal	Std 1-5	34,982	31,391	52,337	139,316	258,026	26,010	22,807	45,854	5,878	55,541
	Std 6-8	20,824	20,210	30,940	84,536	156,510	14,248	14,025	25,497	3,916	21,538
	Std 9-10	11,690	11,380	14,202	46,316	83,588	6,885	7,064	11,531	2,068	7,073
	Std 11-12	7,131	6,298	6,538	25,630	45,597	3,037	3,614	5,899	996	2,845
	Std 1-8	55,806	51,601	83,277	223,852	414,536	40,258	36,832	71,351	9,794	77,079
	Std 1-12	74,627	69,279	104,017	295,798	543,721	50,180	47,510	88,781	12,858	86,997
	% Std 1-5	13.56	12.17	20.28	53.99		10.08	8.84	17.77	2.28	21.53
	% Std 6-8	13.31	12.91	19.77	54.01		9.10	8.96	16.29	2.50	13.76
	% Std 9-10	13.99	13.61	16.99	55.41		8.24	8.45	13.80	2.47	8.46
	%Std 11-12	15.64	13.81	14.34	56.21		6.66	7.93	12.94	2.18	6.24
	% Std 1-8	13.46	12.45	20.09	54.00		9.71	8.89	17.21	2.36	18.59
	% Std 1-12	13.73	12.74	19.13	54.40		9.23	8.74	16.33	2.36	16.00
Nanded	Std 1-5	117,231	74,102	32,773	124,902	349,008	55,917	35,677	32,005	3,047	29,178
	Std 6-8	60,368	38,988	16,052	61,333	176,741	24,810	19,457	12,199	1,758	8,739

	Std 9-10	31,539	20,689	7,849	30,341	90,418	10,475	9,541	5,040	1,079	2,478
	Std 11-12	20,398	9,247	4,264	16,592	50,501	3,144	4,128	2,987	828	819
	Std 1-8	177,599	113,090	48,825	186,235	525,749	80,727	55,134	44,204	4,805	37,917
	Std 1-12	229,536	143,026	60,938	233,168	666,668	94,346	68,803	52,231	6,712	41,214
	% Std 1-5	33.59	21.23	9.39	35.79		16.02	10.22	9.17	0.87	8.36
	% Std 6-8	34.16	22.06	9.08	34.70		14.04	11.01	6.90	0.99	4.94
	% Std 9-10	34.88	22.88	8.68	33.56		11.59	10.55	5.57	1.19	2.74
	%Std 11-12	40.39	18.31	8.44	32.85		6.23	8.17	5.91	1.64	1.62
	% Std 1-8	33.78	21.51	9.29	35.42		15.35	10.49	8.41	0.91	7.21
	% Std 1-12	34.43	21.45	9.14	34.98		14.15	10.32	7.83	1.01	6.18
Hingoli	Std 1-5	46,324	24,749	15,365	40,444	126,882	17,079	13,572	8,315	1,092	14,937
	Std 6-8	24,367	13,243	6,601	20,825	65,036	8,304	7,081	3,496	732	3,971
	Std 9-10	11,612	6,353	2,685	9,468	30,118	3,329	3,005	1,442	408	819
	Std 11-12	5,779	2,901	1,346	4,509	14,535	1,130	1,085	450	269	157
	Std 1-8	70,691	37,992	21,966	61,269	191,918	25,383	20,653	11,811	1,824	18,908
	Std 1-12	88,082	47,246	25,997	75,246	236,571	29,842	24,743	13,703	2,501	19,884
	% Std 1-5	36.51	19.51	12.11	31.88		13.46	10.70	6.55	0.86	11.77
	% Std 6-8	37.47	20.36	10.15	32.02		12.77	10.89	5.38	1.13	6.11
	% Std 9-10	38.56	21.09	8.91	31.44		11.05	9.98	4.79	1.35	2.72
	%Std 11-12	39.76	19.96	9.26	31.02		7.77	7.46	3.10	1.85	1.08
	% Std 1-8	36.83	19.80	11.45	31.92		13.23	10.76	6.15	0.95	9.85

	% Std 1-12	37.23	19.97	10.99	31.81		12.61	10.46	5.79	1.06	8.41
Parbhani	Std 1-5	91,431	33,596	6,530	73,051	204,608	42,492	26,371	15,167	2,090	20,295
	Std 6-8	47,989	17,136	3,538	36,366	105,029	17,411	15,185	6,438	1,008	5,999
	Std 9-10	24,874	8,277	1,794	18,185	53,130	7,542	7,891	2,727	485	1,233
	Std 11-12	14,753	5,105	955	11,372	32,185	2,881	4,188	1,353	341	253
	Std 1-8	139,420	50,732	10,068	109,417	309,637	59,903	41,556	21,605	3,098	26,294
	Std 1-12	179,047	64,114	12,817	138,974	394,952	70,326	53,635	25,685	3,924	27,780
	% Std 1-5	44.69	16.42	3.19	35.70		20.77	12.89	7.41	1.02	9.92
	% Std 6-8	45.69	16.32	3.37	34.62		16.58	14.46	6.13	0.96	5.71
	% Std 9-10	46.82	15.58	3.38	34.23		14.20	14.85	5.13	0.91	2.32
	%Std 11-12	45.84	15.86	2.97	35.33		8.95	13.01	4.20	1.06	0.79
	% Std 1-8	45.03	16.38	3.25	35.34		19.35	13.42	6.98	1.00	8.49
	% Std 1-12	45.33	16.23	3.25	35.19		17.81	13.58	6.50	0.99	7.03
Jalna	Std 1-5	94,485	35,601	6,564	75,056	211,706	35,125	20,910	20,444	2,256	25,918
	Std 6-8	49,598	17,899	3,019	37,026	107,542	15,921	10,591	8,375	931	8,503
	Std 9-10	23,231	7,403	1,456	16,983	49,073	5,929	4,564	3,579	606	1,901
	Std 11-12	15,006	3,921	662	9,564	29,153	1,961	1,953	1,331	328	269
	Std 1-8	144,083	53,500	9,583	112,082	319,248	51,046	31,501	28,819	3,187	34,421
	Std 1-12	182,320	64,824	11,701	138,629	397,474	58,936	38,018	33,729	4,121	36,591
	% Std 1-5	44.63	16.82	3.10	35.45		16.59	9.88	9.66	1.07	12.24
	% Std 6-8	46.12	16.64	2.81	34.43		14.80	9.85	7.79	0.87	7.91

	% Std 9-10	47.34	15.09	2.97	34.61		12.08	9.30	7.29	1.23	3.87
	%Std 11-12	51.47	13.45	2.27	32.81		6.73	6.70	4.57	1.13	0.92
	% Std 1-8	45.13	16.76	3.00	35.11		15.99	9.87	9.03	1.00	10.78
	% Std 1-12	45.87	16.31	2.94	34.88		14.83	9.56	8.49	1.04	9.21
Aurangabad	Std 1-5	210,905	65,820	24,153	112,467	413,345	102,464	29,320	28,508	1,546	31,438
	Std 6-8	111,067	36,263	9,816	62,508	219,654	47,767	16,274	13,695	1,055	11,264
	Std 9-10	58,874	18,616	3,956	34,414	115,860	21,146	8,801	6,188	698	3,068
	Std 11-12	36,806	10,106	2,080	20,387	69,379	5,761	4,799	3,261	472	692
	Std 1-8	321,972	102,083	33,969	174,975	632,999	150,231	45,594	42,203	2,601	42,702
	Std 1-12	417,652	130,805	40,005	229,776	818,238	177,138	59,194	51,652	3,771	46,462
	% Std 1-5	51.02	15.92	5.84	27.21		24.79	7.09	6.90	0.37	7.61
	% Std 6-8	50.56	16.51	4.47	28.46		21.75	7.41	6.23	0.48	5.13
	% Std 9-10	50.81	16.07	3.41	29.70		18.25	7.60	5.34	0.60	2.65
	%Std 11-12	53.05	14.57	3.00	29.38		8.30	6.92	4.70	0.68	1.00
	% Std 1-8	50.86	16.13	5.37	27.64		23.73	7.20	6.67	0.41	6.75
	% Std 1-12	51.04	15.99	4.89	28.08		21.65	7.23	6.31	0.46	5.68
Nashik	Std 1-5	165,315	56,824	192,788	183,161	598,088	79,682	46,571	7,889	2,035	118,346
	Std 6-8	105,742	34,628	91,095	100,773	332,238	40,141	25,921	5,830	1,785	36,816
	Std 9-10	65,057	20,157	40,769	58,501	184,484	19,289	14,927	3,102	1,118	12,296
	Std 11-12	43,245	10,307	20,335	34,058	107,945	8,936	8,171	1,607	652	4,709
	Std 1-8	271,057	91,452	283,883	283,934	930,326	119,823	72,492	13,719	3,820	155,162

	Std 1-12	379,359	121,916	344,987	376,493	1,222,755	148,048	95,590	18,428	5,590	172,167
	% Std 1-5	27.64	9.50	32.23	30.62		13.32	7.79	1.32	0.34	19.79
	% Std 6-8	31.83	10.42	27.42	30.33		12.08	7.80	1.75	0.54	11.08
	% Std 9-10	35.26	10.93	22.10	31.71		10.46	8.09	1.68	0.61	6.67
	%Std 11-12	40.06	9.55	18.84	31.55		8.28	7.57	1.49	0.60	4.36
	% Std 1-8	29.14	9.83	30.51	30.52		12.88	7.79	1.47	0.41	16.68
	% Std 1-12	31.02	9.97	28.21	30.79		12.11	7.82	1.51	0.46	14.08
Thane	Std 1-5	528,102	86,203	216,003	232,375	1,062,683	142,320	21,026	5,289	12,126	90,471
	Std 6-8	282,141	52,585	91,067	141,687	567,480	71,309	11,299	3,189	9,646	28,713
	Std 9-10	154,448	29,205	35,937	83,875	303,465	33,411	5,836	1,774	6,964	9,753
	Std 11-12	81,369	13,183	17,247	42,490	154,289	14,720	2,493	802	2,934	2,811
	Std 1-8	810,243	138,788	307,070	374,062	1,630,163	213,629	32,325	8,478	21,772	119,184
	Std 1-12	1,046,060	181,176	360,254	500,427	2,087,917	261,760	40,654	11,054	31,670	131,748
	% Std 1-5	49.70	8.11	20.33	21.87		13.39	1.98	0.50	1.14	8.51
	% Std 6-8	49.72	9.27	16.05	24.97		12.57	1.99	0.56	1.70	5.06
	% Std 9-10	50.89	9.62	11.84	27.64		11.01	1.92	0.58	2.29	3.21
	%Std 11-12	52.74	8.54	11.18	27.54		9.54	1.62	0.52	1.90	1.82
	% Std 1-8	49.70	8.51	18.84	22.95		13.10	1.98	0.52	1.34	7.31
	% Std 1-12	50.10	8.68	17.25	23.97		12.54	1.95	0.53	1.52	6.31
Mumbai	Std 1-5	610,967	70,934	8,432	68,694	759,027	222,354	9,824	4,569	3,303	4,796

Sub-urban	Std 6-8	80,220	20,795	2,314	15,329	118,658	46,503	1,895	1,135	514	1,386
	Std 9-10	20,875	4,582	449	4,230	30,136	10,110	534	191	254	516
	Std 11-12	1	1	1	1	1	1	1	1	1	1
	Std 1-8	691,187	91,729	10,746	84,023	877,685	268,857	11,719	5,704	3,817	6,182
	Std 1-12	712,063	96,312	11,196	88,254	907,822	278,968	12,254	5,896	4,072	6,699
	% Std 1-5	80.49	9.35	1.11	9.05		29.29	1.29	0.60	0.44	0.63
	% Std 6-8	67.61	17.53	1.95	12.92		39.19	1.60	0.96	0.43	1.17
	% Std 9-10	69.27	15.20	1.49	14.04		33.55	1.77	0.63	0.84	1.71
	%Std 11-12	100.00	100.00	100.00	100.00		100.00	100.00	100.00	100.00	100.00
	% Std 1-8	78.75	10.45	1.22	9.57		30.63	1.34	0.65	0.43	0.70
	% Std 1-12	78.44	10.61	1.23	9.72		30.73	1.35	0.65	0.45	0.74
Mumbai	Std 1-5	171,945	10,334	984	11,599	194,862	28,195	1,721	537	608	462
	Std 6-8	371,702	36,842	3,262	43,076	454,882	86,372	5,802	1,657	2,385	1,417
	Std 9-10	247,264	30,729	2,627	35,613	316,233	57,249	4,364	1,183	1,875	1,474
	Std 11-12	229,561	22,444	2,519	30,367	284,891	30,531	3,644	1,322	1,904	509
	Std 1-8	543,647	47,176	4,246	54,675	649,744	114,567	7,523	2,194	2,993	1,879
	Std 1-12	1,020,472	100,349	9,392	120,655	1,250,868	202,347	15,531	4,699	6,772	3,862
	% Std 1-5	88.24	5.30	0.50	5.95		14.47	0.88	0.28	0.31	0.24
	% Std 6-8	81.71	8.10	0.72	9.47		18.99	1.28	0.36	0.52	0.31
	% Std 9-10	78.19	9.72	0.83	11.26		18.10	1.38	0.37	0.59	0.47
	%Std 11-12	80.58	7.88	0.88	10.66		10.72	1.28	0.46	0.67	0.18

	% Std 1-8	83.67	7.26	0.65	8.41		17.63	1.16	0.34	0.46	0.29
	% Std 1-12	81.58	8.02	0.75	9.65		16.18	1.24	0.38	0.54	0.31
Raigarh	Std 1-5	83,791	16,424	41,275	93,290	234,780	22,274	8,890	4,273	4,088	17,801
	Std 6-8	48,911	10,784	16,414	63,343	139,452	12,167	5,551	1,949	2,296	6,730
	Std 9-10	30,301	6601	6,232	41,854	84,988	6,781	3,242	777	1,530	3,490
	Std 11-12	20,013	3,680	2,154	25,925	51,772	3,398	1,619	441	941	675
	Std 1-8	132,702	27,208	57,689	156,633	374,232	34,441	14,441	6,222	6,384	24,531
	Std 1-12	183,016	37,489	66,075	224,412	510,992	44,620	19,302	7,440	8,855	28,696
	% Std 1-5	35.69	7.00	17.58	39.74		9.49	3.79	1.82	1.74	7.58
	% Std 6-8	35.07	7.73	11.77	45.42		8.42	3.98	1.40	1.65	4.83
	% Std 9-10	35.65	7.33	7.33	49.25		7.98	3.81	0.91	1.80	4.11
	%Std 11-12	38.66	7.11	4.16	50.08		6.56	3.13	0.85	1.82	1.30
	% Std 1-8	35.46	7.27	15.42	41.85		9.20	3.86	1.66	1.71	6.56
	% Std 1-12	35.82	7.34	12.93	43.92		8.73	3.78	1.46	1.73	5.62
Pune	Std 1-5	431,502	136,222	38,804	209,980	816,508	69,128	64,853	31,285	5,136	21,784
	Std 6-8	254,384	78,351	20,180	117,620	470,535	36,033	36,182	14,591	3,234	11,189
	Std 9-10	153,341	42,615	10,490	67,350	273,796	17,967	20,360	6,866	2,000	5,326
	Std 11-12	101,116	22,917	6,106	43,626	173,765	7,521	12,275	3,535	1,751	2,115
	Std 1-8	685,886	214,573	58,984	327,600	1,287,043	105,161	101,035	45,876	8,370	32,973
	Std 1-12	940,343	280,105	75,580	438,576	1,734,604	130,649	133,670	56,277	12,121	40,414
	% Std 1-5	52.85	16.68	4.75	25.72		8.47	7.94	3.83	0.63	2.67

	% Std 6-8	54.06	16.65	4.29	25.00		7.66	7.69	3.10	0.69	2.38
	% Std 9-10	56.01	15.26	3.83	24.60		6.56	7.44	2.51	0.73	1.95
	%Std 11-12	58.19	13.19	3.51	25.11		4.33	7.06	2.03	1.01	1.22
	% Std 1-8	53.29	16.67	4.58	25.45		8.17	7.85	3.56	0.65	2.56
	% Std 1-12	54.21	16.15	4.36	25.28		7.53	7.71	3.24	0.70	2.33
Ahmednagar	Std 1-5	186,627	59,982	50,641	127,206	424,456	34,387	56,172	13,642	3,112	37,386
	Std 6-8	115,340	36,139	24,495	76,308	252,282	18,580	33,723	6,142	2,072	14,447
	Std 9-10	72,774	19,626	10,923	45,318	148,641	9,370	19,537	2,894	1,452	7,397
	Std 11-12	54,153	12,061	6,493	33,586	106,293	4,219	12,566	1,769	947	2,456
	Std 1-8	301,967	96,121	75,136	203,514	676,738	52,967	89,895	19,784	5,184	51,833
	Std 1-12	428,894	127,808	92,552	282,418	931,672	66,556	121,998	24,447	7,583	61,686
	% Std 1-5	43.97	14.13	11.93	29.97		8.10	13.23	3.21	0.73	8.81
	% Std 6-8	45.72	14.32	9.71	30.25		7.36	13.37	2.43	0.82	5.73
	% Std 9-10	48.96	13.20	7.35	30.49		6.30	13.14	1.95	0.98	4.98
	%Std 11-12	50.95	11.35	6.11	31.60		3.97	11.82	1.66	0.89	2.31
	% Std 1-8	44.62	14.20	11.10	30.07		7.83	13.28	2.92	0.77	7.66
	% Std 1-12	46.03	13.72	9.93	30.31		7.14	13.09	2.62	0.81	6.62
Bid	Std 1-5	124,730	43,283	6,175	105,537	279,725	44,005	52,873	18,969	1,319	24,581
	Std 6-8	66,509	22,114	2,625	54,467	145,715	18,877	27,510	7,824	740	6,334
	Std 9-10	37,751	11,159	1,196	30,350	80,456	8,780	14,995	3,760	463	1,732
	Std 11-12	29,394	7,818	804	21,546	59,562	4,822	10,562	2,550	765	1,366

	Std 1-8	191,239	65,397	8,800	160,004	425,440	62,882	80,383	26,793	2,059	30,915
	Std 1-12	258,384	84,374	10,800	211,900	565,458	76,484	105,940	33,103	3,287	34,013
	% Std 1-5	44.59	15.47	2.21	37.73		15.73	18.90	6.78	0.47	8.79
	% Std 6-8	45.64	15.18	1.80	37.38		12.95	18.88	5.37	0.51	4.35
	% Std 9-10	46.92	13.86	1.49	37.72		10.91	18.64	4.67	0.58	2.15
	% Std 11-12	49.35	13.13	1.35	36.17		8.10	17.73	4.28	1.28	2.29
	% Std 1-8	44.95	15.37	2.07	37.61		14.78	18.89	6.30	0.48	7.27
	% Std 1-12	45.69	14.92	1.91	37.47		13.53	18.74	5.85	0.58	6.02
Latur	Std 1-5	120,699	57,315	9,179	77,578	264,771	50,790	27,304	17,295	1,699	19,040
	Std 6-8	69,628	30,876	5,171	43,927	149,602	24,317	14,865	9,182	1,212	6,594
	Std 9-10	40,766	16,225	2,656	24,543	84,190	11,129	8,039	4,540	811	2,034
	Std 11-12	30,593	9,722	1,653	15,891	57,859	5,326	3,898	3,334	722	558
	Std 1-8	190,327	88,191	14,350	121,505	414,373	75,107	42,169	26,477	2,911	25,634
	Std 1-12	261,686	114,138	18,659	161,939	556,422	91,562	54,106	34,351	4,444	28,226
	% Std 1-5	45.59	21.65	3.47	29.30		19.18	10.31	6.53	0.64	7.19
	% Std 6-8	46.54	20.64	3.46	29.36		16.25	9.94	6.14	0.81	4.41
	% Std 9-10	48.42	19.27	3.15	29.15		13.22	9.55	5.39	0.96	2.42
	% Std 11-12	52.88	16.80	2.86	27.47		9.21	6.74	5.76	1.25	0.96
	% Std 1-8	45.93	21.28	3.46	29.32		18.13	10.18	6.39	0.70	6.19
	% Std 1-12	47.03	20.51	3.35	29.10		16.46	9.72	6.17	0.80	5.07
Osmanabad	Std 1-5	75,851	25,237	5,291	42,115	148,494	18,650	16,033	11,294	877	21,638

	Std 6-8	45,383	14,946	2,423	22,265	85,017	10,154	8,401	5,677	633	8,671
	Std 9-10	26,866	7957	1,088	11,678	47,589	5,229	4,034	2,953	377	2,957
	Std 11-12	16,534	4,000	642	6,972	28,148	2,003	2,154	1,453	395	370
	Std 1-8	121,234	40,183	7,714	64,380	233,511	28,804	24,434	16,971	1,510	30,309
	Std 1-12	164,634	52,140	9,444	83,030	309,248	36,036	30,622	21,377	2,282	33,636
	% Std 1-5	51.08	17.00	3.56	28.36		12.56	10.80	7.61	0.59	14.57
	% Std 6-8	53.38	17.58	2.85	26.19		11.94	9.88	6.68	0.74	10.20
	% Std 9-10	56.45	16.72	2.29	24.54		10.99	8.48	6.21	0.79	6.21
	% Std 11-12	58.74	14.21	2.28	24.77		7.12	7.65	5.16	1.40	1.31
	% Std 1-8	51.92	17.21	3.30	27.57		12.34	10.46	7.27	0.65	12.98
	% Std 1-12	53.24	16.86	3.05	26.85		11.65	9.90	6.91	0.74	10.88
Solapur	Std 1-5	173,621	70,359	10,401	162,818	417,199	50,178	59,161	24,089	16,492	39,447
	Std 6-8	103,886	40,418	4,878	94,209	243,391	26,105	34,775	12,010	10,042	18,184
	Std 9-10	62,500	21635	2,343	52,106	138,584	13,274	18,403	5,974	5,841	6,767
	Std 11-12	41,104	12,483	937	33,167	87,691	6,072	10,999	3,720	3,810	3,585
	Std 1-8	277,507	110,777	15,279	257,027	660,590	76,283	93,936	36,099	26,534	57,631
	Std 1-12	381,111	144,895	18,559	342,300	886,865	95,629	123,338	45,793	36,185	67,983
	% Std 1-5	41.62	16.86	2.49	39.03		12.03	14.18	5.77	3.95	9.46
	% Std 6-8	42.68	16.61	2.00	38.71		10.73	14.29	4.93	4.13	7.47
	% Std 9-10	45.10	15.61	1.69	37.60		9.58	13.28	4.31	4.21	4.88
	% Std 11-12	46.87	14.24	1.07	37.82		6.92	12.54	4.24	4.34	4.09

	% Std 1-8	42.01	16.77	2.31	38.91		11.55	14.22	5.46	4.02	8.72
	% Std 1-12	42.97	16.34	2.09	38.60		10.78	13.91	5.16	4.08	7.67
Satara	Std 1-5	125,964	28,992	3,573	73,993	232,522	12,999	26,102	13,428	1,010	10,186
	Std 6-8	81,851	18,646	1,588	45,135	147,220	7,398	15,753	7,341	796	5,985
	Std 9-10	55,110	11,668	981	27,342	95,101	4,528	9,007	3,798	521	3,170
	Std 11-12	42,472	7,485	534	19,176	69,667	2,212	6,255	2,119	708	1,197
	Std 1-8	207,815	47,638	5,161	119,128	379,742	20,397	41,855	20,769	1,806	16,171
	Std 1-12	305,397	66,791	6,676	165,646	544,510	27,137	57,117	26,686	3,035	20,538
	% Std 1-5	54.17	12.47	1.54	31.82		5.59	11.23	5.77	0.43	4.38
	% Std 6-8	55.60	12.67	1.08	30.66		5.03	10.70	4.99	0.54	4.07
	% Std 9-10	57.95	12.27	1.03	28.75		4.76	9.47	3.99	0.55	3.33
	% Std 11-12	60.96	10.74	0.77	27.53		3.18	8.98	3.04	1.02	1.72
	% Std 1-8	54.73	12.54	1.36	31.37		5.37	11.02	5.47	0.48	4.26
	% Std 1-12	56.09	12.27	1.23	30.42		4.98	10.49	4.90	0.56	3.77
Ratnagiri	Std 1-5	37,515	10,220	2,561	78,982	129,278	18,425	7,305	1,193	2,928	20,742
	Std 6-8	25,707	8,021	1,288	57,399	92,415	10,787	5,055	544	2,203	12,625
	Std 9-10	16,475	5,183	526	36,961	59,145	6,171	3,030	301	1,463	5,537
	Std 11-12	11,439	3,494	282	22,351	37,566	3,508	1,850	237	648	4,822
	Std 1-8	63,222	18,241	3,849	136,381	221,693	29,212	12,360	1,737	5,131	33,367
	Std 1-12	91,136	26,918	4,657	195,693	318,404	38,891	17,240	2,275	7,242	43,726
	% Std 1-5	29.02	7.91	1.98	61.09		14.25	5.65	0.92	2.26	16.04

	% Std 6-8	27.82	8.68	1.39	62.11		11.67	5.47	0.59	2.38	13.66
	% Std 9-10	27.86	8.76	0.89	62.49		10.43	5.12	0.51	2.47	9.36
	%Std 11-12	30.45	9.30	0.75	59.50		9.34	4.92	0.63	1.72	12.84
	% Std 1-8	28.52	8.23	1.74	61.52		13.18	5.58	0.78	2.31	15.05
	% Std 1-12	28.62	8.45	1.46	61.46		12.21	5.41	0.71	2.27	13.73
Sindhudurg	Std 1-5	31,991	4,157	589	21,765	58,502	2,413	3,604	299	535	13,129
	Std 6-8	23,253	3,043	314	14,833	41,443	1,411	2,186	125	332	7,988
	Std 9-10	16,489	2,118	216	9,962	28,785	935	1,197	53	239	3,825
	Std 11-12	13,167	1,495	123	7,016	21,801	395	839	29	280	2,195
	Std 1-8	55,244	7,200	903	36,598	99,945	3,824	5,790	424	867	21,117
	Std 1-12	84,900	10,813	1,242	53,576	150,531	5,154	7,826	506	1,386	27,137
	% Std 1-5	54.68	7.11	1.01	37.20		4.12	6.16	0.51	0.91	22.44
	% Std 6-8	56.11	7.34	0.76	35.79		3.40	5.27	0.30	0.80	19.27
	% Std 9-10	57.28	7.36	0.75	34.61		3.25	4.16	0.18	0.83	13.29
	%Std 11-12	60.40	6.86	0.56	32.18		1.81	3.85	0.13	1.28	10.07
	% Std 1-8	55.27	7.20	0.90	36.62		3.83	5.79	0.42	0.87	21.13
	% Std 1-12	56.40	7.18	0.83	35.59		3.42	5.20	0.34	0.92	18.03
Kolhapur	Std 1-5	192,599	44,358	1,981	70,783	309,721	26,495	21,031	6,909	4,000	19,890
	Std 6-8	122,104	27,512	902	42,758	193,276	14,594	12,277	3,316	2,995	9,323
	Std 9-10	80,451	16,845	529	26,650	124,475	8,369	7,080	1,571	1,992	4,283
	Std 11-12	54,600	9,267	226	16,633	80,726	3,681	3,511	939	1,074	1,048

	Std 1-8	314,703	71,870	2,883	113,541	502,997	41,089	33,308	10,225	6,995	29,213
	Std 1-12	449,754	97,982	3,638	156,824	708,198	53,139	43,899	12,735	10,061	34,544
	% Std 1-5	62.18	14.32	0.64	22.85		8.55	6.79	2.23	1.29	6.42
	% Std 6-8	63.18	14.23	0.47	22.12		7.55	6.35	1.72	1.55	4.82
	% Std 9-10	64.63	13.53	0.42	21.41		6.72	5.69	1.26	1.60	3.44
	%Std 11-12	67.64	11.48	0.28	20.60		4.56	4.35	1.16	1.33	1.30
	% Std 1-8	62.57	14.29	0.57	22.57		8.17	6.62	2.03	1.39	5.81
	% Std 1-12	63.51	13.84	0.51	22.14		7.50	6.20	1.80	1.42	4.88
Sangali	Std 1-5	113,218	33,518	1,557	83,328	231,621	22,730	35,031	11,488	2,362	12,795
	Std 6-8	74,719	20,787	727	51,956	148,189	13,389	21,125	6,149	1,944	8,790
	Std 9-10	47,031	12,005	301	28,986	88,323	7,353	11,371	2,675	1,291	3,406
	Std 11-12	36,674	7,296	280	19,428	63,678	3,472	5,936	1,798	909	728
	Std 1-8	187,937	54,305	2,284	135,284	379,810	36,119	56,156	17,637	4,306	21,585
	Std 1-12	271,642	73,606	2,865	183,698	531,811	46,944	73,463	22,110	6,506	25,719
	% Std 1-5	48.88	14.47	0.67	35.98		9.81	15.12	4.96	1.02	5.52
	% Std 6-8	50.42	14.03	0.49	35.06		9.04	14.26	4.15	1.31	5.93
	% Std 9-10	53.25	13.59	0.34	32.82		8.33	12.87	3.03	1.46	3.86
	%Std 11-12	57.59	11.46	0.44	30.51		5.45	9.32	2.82	1.43	1.14
	% Std 1-8	49.48	14.30	0.60	35.62		9.51	14.79	4.64	1.13	5.68
	% Std 1-12	51.08	13.84	0.54	34.54		8.83	13.81	4.16	1.22	4.84